



## **Gaining Early Awareness and Readiness for Undergraduate Programs**

### **Fifth Year Evaluation Report**

**2010-11**

**PR# 334S060002**

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## **Executive Summary**

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The goal of Nevada GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is to help more low-income students become prepared academically and financially to enter into and succeed in college. Nevada GEAR UP provides funding to assist partnerships of high-poverty middle and high schools, community-based organizations, private industry, and institutions of higher education to help students and their parents learn about college. The partnerships provide enhanced research-based curriculum, tutoring, summer and after-school academic and enrichment programs, mentoring, teacher professional development, and college visits.

Nevada GEAR UP is operated by the Nevada Department of Education in conjunction with the Nevada Office of the Governor, the Nevada Office of the State Treasurer, and the Nevada System of Higher Education. Nevada GEAR UP targeted 7<sup>th</sup> grade students in 20 middle schools during 2006-07, all with a poverty level of at least 60 percent. Nine schools are from Clark County School District, three schools are from Nye County, three schools are from Washoe County, and one school each from Elko, Esmeralda, Humboldt, Mineral, and Pershing County School Districts. GEAR UP services will follow this 7<sup>th</sup> grade cohort of students as they proceed through their school career—from 7<sup>th</sup> to 8<sup>th</sup> grade, from 8<sup>th</sup> to 9<sup>th</sup> grade, and so on.

The Nevada GEAR UP program is guided by three goals:

1. GEAR UP students will improve their academic achievement.
2. GEAR UP middle school structures and teacher beliefs will support and encourage students to succeed in high school and go on to college.
3. GEAR UP students will enroll in and succeed in college.

The purpose of this report is to describe the Nevada GEAR UP program in 2010-11 and the students and parents it serves, and to report the results of data collected on the three program goals. The following pages provide a list of the key findings, followed by the overall conclusions.

## Summary of Key Findings

### *Characteristics of GEAR UP Students*

1. The GEAR UP program served 4,054 students during the 2010-11 school year across 32 schools in eight school districts.
2. The GEAR UP student cohort is comprised primarily of minority students at 75 percent. The two largest subgroups are Hispanic students at 55 percent and White students at 25 percent.
3. Almost 10 percent of the GEAR UP student population is Limited English Proficient, compared to 20 percent statewide. Almost 10 percent of the GEAR UP student population have an Individualized Education Plan (IEP), similar to the 11 percent of IEP students statewide. Forty-seven percent of the GEAR UP student population were reported to participate in the Free and Reduced Lunch Program, compared to 48 percent statewide.

*Student Participation in Services (A total of 3,788 of the 4,054 students (94 percent) participated in at least one GEAR UP activity and, on average, spent 107 hours in GEAR UP activities.)*

4. Overall, the largest percent of students (86 percent) attended the service in which they would become more aware of and improve their knowledge about college, i.e., counseling, advising, and academic planning.
5. Over two thousand students (n=2,173) spent the greatest average amount of time (117 hours) in services (i.e., rigorous academic curriculum) that would strengthen their academic preparation and achievement, helping them to succeed in high school, and perhaps, enroll in college.

*Parent Participation in Services (A total of 4,938 parents/guardians who represented 3,034 of the 4,054 active students (75 percent) in the program participated in at least one GEAR UP activity and, on average, spent 2.3 hours in GEAR UP activities.)*

6. The GEAR UP activity that reached the greatest number of parents was “Other” activities. Typically, “Other” activities referred to printed materials, such as newsletters, that GEAR UP staff sent to parents to keep them informed about GEAR UP activities, college enrollment, and college financial aid.
7. Parents spent the greatest amount of time participating in “college visits” (11 hours); however, only 132 parents participated in this activity. Parents spent about 1.7 hours on “counseling/advising about college enrollment,” reaching 2,507 parents. The activity helped parents become more aware of and learn about college and college opportunities.

***Student Survey Results*** (Based on a matched group of students (n=2,794) who completed a survey when they were in grade 7 in 2006-07 and in grade 11 in 2010-11.)

8. Student survey results suggest that the majority of GEAR UP students continue to believe that they are “good” to “excellent” students and spend about one to three hours, or less, on homework per week.
9. Student survey results show that the largest percent of students still obtain their information about continuing their education after high school from their parents, but that students are starting to receive more information from school counselors and GEAR UP staff. Most students continue to think they will obtain a Bachelor’s Degree, even though it appears that there has been a decrease in the percent of students who believe that they will continue their education after high school, primarily due to finances.
10. Student survey results suggest that more students learned about college entrance requirements and college finances from school staff from 2006-07 to 2010-11. The results also show that most students continue to believe that getting an education after high school is important to their future. However, while most students continue to believe that they can afford to attend a four-year college, the percentage decreased from 70 percent in 2006-07 to 63 percent in 2010-11.
11. Student survey results show that a larger percent of students had talked to their parents as well as someone at school about the academic requirements for attending college in 2010-11 than in 2006-07.
12. Student survey results show that a very large percent of students continue to be “satisfied” to “very satisfied” with GEAR UP services, but there is a consistent change within those two categories from 2006-07 to 2010-11. That is, a smaller percent of students are “very satisfied” and a larger percent of students are “satisfied” with GEAR UP services. The results also show an increase in the percent of students who have changed their plans about attending college from 2006-07 to 2010-11 because of GEAR UP. More students now plan to attend college because of GEAR UP.

***Parent Survey Results*** (Based on the number of parents who completed a survey in 2006-07 (n=446), 2007-08 (n=3,101), 2008-09 (n=3,558), 2009-10 (n=3,144, and 2010-11 (n=2,907).

13. Parent survey results show that most parents view their children as “good” or “excellent” students, and report that their children spend from “one to three” to “four to six” hours on homework each week. The results suggest that parents believe that their children are spending a little more time on their homework as they advance in their school career. The large majority of parents in 2010-11 have not talked to their child’s counselor about high school graduation requirements. Par-

ents continue to report that that they do not have enough information about college preparation.

14. Parent survey results show that most parents think their children will obtain a college degree, even though the percent decreased from 67 percent in 2006-07 to 62 percent in 2010-11. The primary reason why parents think their children would not continue their education after high school is the cost of college, changing from 18 percent in 2006-07 to 22 percent in 2010-11.
15. Parent survey results show that while more parents report that school staff have spoken to them about college entrance requirements and about the availability of college financial aid when their children entered high school, over half of the parents still report no one has talked to them. Most parents have not visited college campuses with their child, but most parents have talked to their child about attending college. The results also show, overall, that most parents think their child will be able to afford to attend college.
16. While most parents have not attended any GEAR UP events, they are satisfied with the GEAR UP program.

### ***GEAR UP Indicators***

17. The percent of GEAR UP students who had a signed GEAR UP Parent Contract increased substantially from 36 percent in 2006-07 to 89 percent in 2010-11, just short of the expected benchmark of 90 percent.
18. Student survey results show that the largest percent of students continue to believe that they will obtain a Bachelor's Degree or higher, even though the percent has decreased a little from 71 percent in 2006-07 to 68 percent in 2010-11. This small decrease is coupled with a small increase in the percent of students who think they will attend some college but obtain less than a Bachelor's Degree, from 22 percent in 2006-07 to 27 percent in 2010-11.
19. Parent survey results show that the largest percent of parents continue to believe that their children will obtain a Bachelor's Degree or higher, but the percent decreased from 67 percent in 2006-07 to 62 percent in 2010-11.
20. The percent of students who performed at or above grade level in English and math has fluctuated over from 2006-07 to 2010-11. In both subjects, the percent increased from grade 7 to grade 8 when the students were in middle school, but then decreased in grade 9 and decreased further in grade 10 when the students were in high school. However, the percent increased to 73 percent in English in grade 11 for 2010-11, the highest it has ever been. In math, the percent of students at or above grade level also rose in 2010-11 to 59 percent.
21. The GEAR UP student cohort achieved an end-of-year Grade Point Average (GPA) of 2.48 in 2006-07, 2.46 in 2007-08, 2.28 in 2008-09, 2.29 in 2009-10, and 2.47 in 2010-11. The increase in the GPA in 2010-11, however, is due to the stu-

- dents who left GEAR UP rather than an actual increase in GPA of existing students. That is, the 829 students who dropped out of GEAR UP from 2009-10 to 2010-11 had a GPA of 1.58.
22. The percent of GEAR UP students who had an unweighted GPA of 2.0 or above at the end of the 2010-11, eligible for a GEAR UP Scholarship, increased from the two previous years at about 65 percent. However, the increase in the percent of GEAR UP students above a 2.0 GPA is due to a large percent of students who left GEAR UP that had a GPA under 2.0.
  23. The 2009-10 High School Proficiency Examinations results show that GEAR UP student performance is consistent with all the students at the GEAR UP schools for reading, math, and science. The performance of GEAR UP students is also similar to the performance of students statewide for reading, but below the performance of students statewide in math and science.
  24. The 2010-11 High School Proficiency Examinations results show that a smaller percent of GEAR UP students have passed the High School Proficiency Examinations in reading, math, and science by 2010-11 than students statewide. In writing, a larger percent of GEAR UP students have passed the High School Proficiency Examination than students statewide. Overall, it appears that GEAR UP students have maintained their relative performance on the HSPE from 2009-10 to 2010-11 with respect to students statewide.
  25. The results show that GEAR UP students had an average of 6.4 high school credits at the end of 2008-09 and 12.1 credits at the end of the 2009-10. In addition, 71 percent of GEAR UP students had at least six credits in 2008-09 and 64 percent had at least 12 credits in 2009-10, and are “on track” to having the required number of credits to graduate from high school in 2009-10. While the percent of students who are on track to graduate from high school decreased from 2008-09 to 2009-10, the small decrease is probably typical given the number of high school credits that some students receive when still in middle school.
  26. The SAT results show that Nevada GEAR UP 2011 Juniors scored similar to Nevada 2011 Seniors in Math and Writing, but scored lower in Reading. Nevada GEAR UP Juniors also scored below National 2011 Seniors in all three subjects.
  27. The ACT results show that Nevada 2011 GEAR UP Juniors scored lower than Nevada 2011 and National 2011 Seniors in English, Reading, Math, and Science.
  28. The ACT results also show that the percentages of Nevada GEAR UP Juniors who are “on track” to being college ready in the four subjects are less than the percentages of Nevada 2011 and National 2011 Seniors who are college ready.

## **Conclusions**

1. The Nevada Department of Education targeted GEAR UP funds to those schools with student populations typically underrepresented at college, i.e., lower-income minority students. In other words, the program targeted those students who can benefit from GEAR UP information and activities to help them enroll in college.
2. Many students in the Nevada GEAR UP student cohort and their parents already had aspirations prior to GEAR UP for the student to enroll in college and earn a degree. However, the data suggest that GEAR UP may have encouraged even more students to set aspirations for college enrollment.
3. GEAR UP has probably made parents and students more aware of and increased their knowledge of college enrollment requirements and college financial aid opportunities from the information and services provided to them.
4. Parents and students perceive that students are performing well in school even though they both think the students are not spending much time on homework, and the available achievement evidence shows that GEAR UP students are performing no better than their peers. These data suggest that some students lack the academic preparation, achievement, and strategies to enter college and be successful.
5. Many GEAR UP students have received the academic services needed to succeed in high school and go on to college. Most of the services have been provided to students within their traditional high school program, making it difficult to assess the clear value added by GEAR UP to a student's academic preparation and achievement for college.
6. In general, the performance of GEAR UP students on state and national assessments is consistent with what students at the GEAR UP schools have performed historically, making it difficult to determine if GEAR UP has had an appreciable effect on student academic success.
7. Ultimately, however, GEAR UP may have an important positive impact on whether students go on to college because of the scholarships that the program provides to students. Without financial assistance, a growing number of GEAR UP students who want to attend college would not have the opportunity. GEAR UP will provide those students with the funds to go to college and will likely increase the percent of students who enroll in college overall, and in key sub-populations.

# **I. Introduction**

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal grant program that provides six-year grants to education/community partnerships and states to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Serving an entire cohort of students beginning no later than the seventh grade, GEAR UP provides services at high-poverty middle and high schools and college scholarships to low-income students.

GEAR UP provides two types of grants: competitive grants to states and competitive grants to education/community partnerships composed of colleges, school districts, and at least two other entities, such as businesses, professional organizations, community-based organizations, and state agencies. State and partnership grants have similar, but not identical requirements. GEAR UP state grants must provide early college preparation and awareness activities and scholarships for participating students. Partnerships must provide early college preparation and awareness activities through the early intervention component and are encouraged to provide college scholarships, although not required to do so.

GEAR UP is guided by three primary goals:

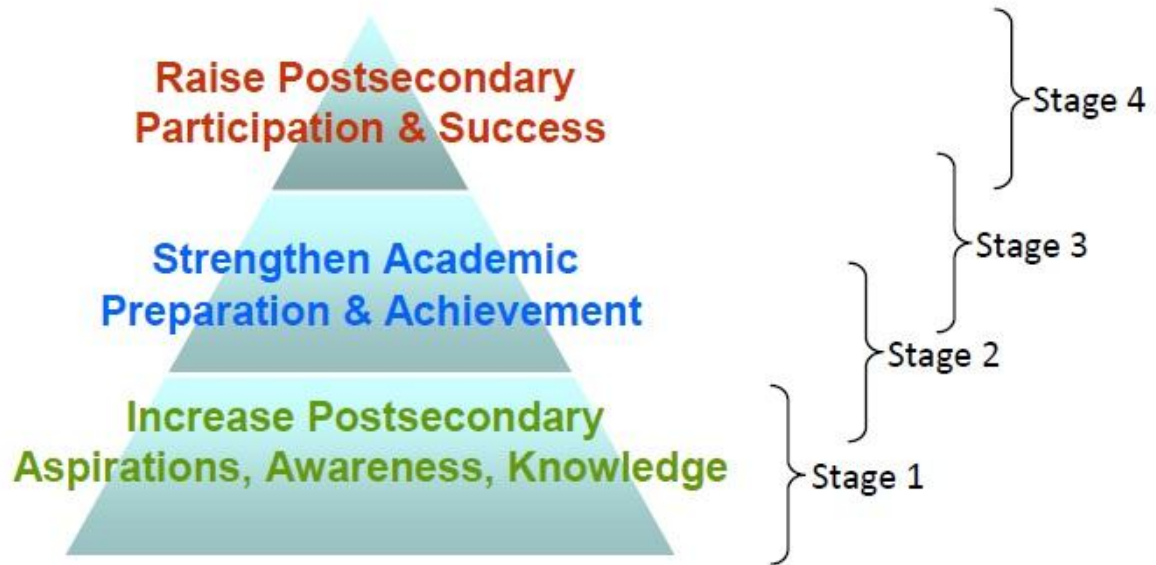
1. Increase Postsecondary Aspirations, Awareness, Knowledge
2. Strengthen Academic Preparation & Achievement
3. Raise Postsecondary Participation & Success

GEAR UP terms of attainment of the three essential program goals. A national GEAR UP Evaluation Council developed four readiness stages to describe this evolution of GEAR UP goals. The four Readiness Stages are:

- Stage 1 (6th to 8th grade): Predisposition, awareness, and knowledge acquisition
- Stage 2 (9th and 10th grade): Motivation, expectations, and aspirations
- Stage 3 (11th to 12th grade): Academic enrollment, preparation, and achievement
- Stage 4 (1st and 2nd postsecondary years): College course success and persistence

Figure 1 shows the correlation between the three primary goals and the four development or readiness stages of the program.

**Figure 1.** Progression of GEAR UP Goals



## Nevada GEAR UP

The mission of Nevada GEAR UP<sup>1</sup> is to increase the number of low-income students prepared to enter and succeed in postsecondary education. The federal program funds States, partnerships of high-poverty middle and high schools, community-based organizations, private industry, and institutions of higher education to help students and parents learn about college. It is aimed at enabling these partnerships to create new or expanded plans to improve their schools and provide educational opportunities for their students. GEAR UP partnerships work with entire grade-level cohorts of students, starting in the 7<sup>th</sup> grade. The partnerships provide a variety of services, such as mentoring, tutoring, research-based curriculum, summer and after-school academic and enrichment programs, and college visits. A key element is that the partnerships provide long-term services over a period of six or more years, helping children stay on track for college, often providing scholarships when they reach college.

<sup>1</sup> GEAR UP was signed into law under the Higher Education Amendments of 1998 (Public Law 105-244).



In March 2006, the Nevada Department of Education (NDE) in conjunction with the Nevada Office of the Governor and the Nevada System of Higher Education successfully applied for a GEAR UP state grant. Nevada received \$18 million to implement Nevada GEAR UP from 2006-07 through 2011-12.

The Nevada GEAR UP program is guided by three goals.

1. GEAR UP students will improve their academic achievement.
2. GEAR UP middle school structures and teacher beliefs will support and encourage students to succeed in high school and go on to college.
3. GEAR UP students will enroll in and succeed in college.

The GEAR UP program targeted 7<sup>th</sup> grade students in 20 middle schools, all with a poverty level of over 50 percent.<sup>2</sup> The 20 schools represent eight of the 17 school districts in Nevada. Ten schools were from Clark County School District, three schools were from Nye County, three schools from Washoe County,<sup>3</sup> and one school each were from Elko, Humboldt, Mineral, and Pershing County School Districts. GEAR UP services follow this 7<sup>th</sup> grade cohort as they proceed through their school career—from 7<sup>th</sup> to 8<sup>th</sup> grade, from 8<sup>th</sup> to 9<sup>th</sup> grade, and so on.

In 2008-09, the original GEAR UP student cohort transitioned to high school and was in grade 11 during the 2010-11 school year. Table 1 shows the GEAR UP schools by school district along with their allocation in 2010-11 and their higher education partner.

The Nevada Department of Education received \$3,000,000 for 2009-10: \$1,500,000 was set aside in a trust fund to provide scholarships to eligible students in the GEAR UP Cohort; \$1,065,000 funded program activities; \$250,000 supported coordination at the

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<sup>2</sup> Poverty level was determined by the percent of students in the Free and Reduced Lunch program.

<sup>3</sup> Two schools are from Washoe County School District and one program is associated with the University of Nevada, Reno.

**Table 1.** Nevada GEAR UP 2010-11 Allocations for GEAR UP Sites and Partners

<b>District/School</b>		<b>Allocation</b>	<b>Partner</b>
<b>Clark (Total)</b> * Varies by school		\$650,000	University of Nevada Las Vegas, Nevada State College, Community College of Southern Nevada
Advanced Technologies Academy	Las Vegas Academy		
Basic High School	Las Vegas High School		
CCSD Admin School	Legacy High School		
Canyon Springs High School	Mojave High School		
Chaparral High School	Northwest Career and Technical Academy		
Clark High School	Rancho High School		
Del Sol High School	Southeast Career and Technical Academy		
Desert Pines High School	Sunrise Mountain High School		
East Career and Technical Academy	Valley High School		
Eldorado High School	Veterans Tribute CTA		
<b>Elko (Total)</b>		\$30,000	Great Basin College (GBC)
Owyhee Combined School			
<b>Humboldt (Total)</b>		\$30,000	Great Basin College (GBC)
McDermitt Combined School			
<b>Mineral (Total)</b>		\$30,000	Western Nevada College (WNC)
Mineral County High School	Yerington High School		
<b>Nye (Total)</b>		\$115,000	Great Basin College (GBC)
Beatty High School	Pahrump Valley High School		
Gabbs School	Tonopah High School		
<b>Pershing (Total)</b>		\$30,000	Western Nevada College (WNC)
Pershing County High School			
<b>Washoe (Total)</b>		\$150,000	University of Nevada Reno (UNR), Truckee Meadows Community College
Hug High School	Wooster High School		
<b>UNR Dean's Future Scholars</b>		\$30,000	University of Nevada Reno (UNR)
<b>Total</b>		\$1,065,000	

state level; and \$185,000 supported university program research and evaluation activities.<sup>4</sup>

The monies received from the federal government dedicated to scholarships are matched with state funds. NDE estimates that the scholarship fund will provide 1,500 students with GEAR UP scholarships.

## **Organization of this Report**

Following this chapter, *Chapter II: GEAR UP Evaluation* describes the components of the Nevada GEAR UP evaluation. *Chapter III: GEAR UP Student Characteristics* provides data on characteristics of GEAR UP students. In *Chapter IV: GEAR UP Services and Participation*, the number of students and parents as well as the time they participate in the different categories of GEAR UP activities are described. The next two chapters, *Chapter V: GEAR UP Student Survey Results* and *Chapter VI: GEAR UP Parent Survey Results* present a summary of the surveys completed by students and parents. *Chapter VII: GEAR UP Goals and Indicators* presents the data collected on program goals in 2009-10 as well as in previous school years, where applicable. Finally, *Chapter VIII: Summary of Findings and Conclusions* presents a summary of the findings and the conclusions of Nevada GEAR UP implementation based on the results reported in all previous chapters of this report.

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<sup>4</sup> Students can receive a scholarship if they graduate from a Nevada GEAR UP high school, have a signed Parent Contract, participate in GEAR UP activities, and have at least a 2.0 Grade Point Average (GPA).



## Chapter II. GEAR UP Evaluation Plan

The evaluation plan includes data collection on program implementation (*formative component*) and program outcomes (*summative component*) over the life of the program, from 2006-07 through 2011-12. The evaluation report for this fifth year of the program in 2010-11 includes data on implementation and many outcome indicators.

### Evaluation Questions

The evaluation focuses on key questions about the implementation of Nevada GEAR UP and its impact on performance indicators, such as student learning. The Nevada GEAR UP Leadership Team established a Nevada GEAR UP Evaluation Team in winter 2006 to identify evaluation questions to guide the statewide program evaluation. The GEAR UP Evaluation Team identified seven formative evaluation questions about program implementation and three summative evaluation questions linked directly to the three program goals. The evaluation questions and accompanying data collection activities are briefly described below.

#### *Formative Questions*

1. What are the characteristics of students that participate in Nevada GEAR UP?
2. What services are provided to students and their parents by Nevada GEAR UP?
3. How well do students and their parents think the student does in school?
4. What plans do students and their parents have for students after high school?
5. What do students and their parents know about college entrance and financial requirements?
6. Are students and parents satisfied with the services they receive through Nevada GEAR UP?
7. Do middle school teachers believe that GEAR UP students will obtain the necessary skills at the GEAR UP middle and high schools to prepare them for and succeed in college?

#### *Summative Questions*

1. What is the impact of Nevada GEAR UP on student academic achievement?

2. What are teacher beliefs about teacher attitudes, readiness, and commitment to reform?
3. What is the impact of Nevada GEAR UP on student enrollment and success in college?

## Methodology

**Formative.** The evaluation used descriptive research techniques to collect information from project staff, students, and parents on several research questions. For example, data on the demographic characteristics of the students (e.g., ethnicity, gender) as well as student and parent participation in program activities were collected from district and project staff and entered into a web-based database developed for Nevada GEAR UP.

In addition, the evaluator developed a *Student Survey* and a *Parent Survey* to collect information annually from students and parents about a variety of elements, including the students' plans for the future, knowledge about college, and their satisfaction with GEAR UP activities. The instruments are explained in more detail under Data Collection Instruments.

**Summative.** To determine the impact of Nevada GEAR UP on program outcomes, the evaluation used several research methods—depending on the outcome indicator. The research methods included descriptive research (survey research) to determine whether GEAR UP students and parents meet an expected performance level on an indicator or measure; pre-experimental design (static-group comparison) where GEAR UP students are compared to the previous cohort of students on the same measures; quasi-experimental design (time-series design) where the same data measures are collected on GEAR UP students annually to determine trends over time; and a quasi-experimental design (nonequivalent control group design) where GEAR UP students are compared with non-GEAR UP students on several measures. Each research design is explained more thoroughly in *Chapter VI. Goals and Indicators*, where the data for the outcome indicators are presented. Table 2 provides a summary of the research procedures used to collect, summarize, and analyze data on each indicator for each goal.

**Table 2.** The Analysis of Nevada GEAR UP Goals and Indicators

Goal	Indicator	Analysis
<b>1. GEAR UP students will improve their academic achievement.</b>	Percent of parents that sign GEAR UP Parent Contract	Determine the percent based on all students receiving services at GEAR UP schools enrolled during the school year.
	Student educational expectations after high school	Compare the percent of students planning further education after high school annually.
	Parent educational expectations for students after high school	Compare the percent of parents expecting students to obtain further education after high school annually.
	Grade level performance in English/language arts and mathematics	Compare the percent of students performing at or above grade level in English/language arts and mathematics as measured by state assessments.
	Retention rate	Compare GEAR UP student retention rate with the retention rate of students at the same schools from the previous year: middle school only.
	Student attendance rate	Compare GEAR UP student attendance rate with student average attendance rate for the same grade level from the previous year: middle school only.
	Grade Point Average (GPA)	Compare end of year GPA annually with previous year GPA.
	Performance on State CRTs (Grades 6, 7, and 8)	Compare the percent of GEAR UP students proficient on State CRT.
	Credits	Compare the percent of GEAR UP students who have enough credits to advance to the next high school grade level at end of school year: high school only.
	Percent of students passing the Nevada High School Proficiency Exams on the first administration in grade 10	Compare GEAR UP student performance in grade 10 with the performance of grade 10 students at the same schools from the previous two years.
	Performance on statewide Nevada Writing assessment in grades 8 and 11	Compare GEAR UP student performance with the performance of the same grade level of students at the same schools from the previous two years.

**Table 2.** The Analysis of Nevada GEAR UP Goals and Indicators—cont.

Goal	Indicator	Analysis
<b>2. GEAR UP middle school structures and teacher beliefs will support and encourage students to succeed in high school and go on to college.</b>	Teacher beliefs about teacher attitudes, readiness, and commitment to reform	Compare the percent of teachers who maintain certain attitudes, readiness, and commitment to reform annually. (Quasi-experimental design)
<b>3. GEAR UP students will enroll in and succeed in college.</b>	College-going rate from GEAR UP high schools	In 2012-13, compare the college-going rate of GEAR UP high schools with the average state college-going rate, and thereafter, with their own college-going rate. (Quasi-experimental design)
	Number and percent of students at GEAR UP high schools who qualify for Guinn Millennium Scholarship	Beginning in 2012-13, compare the percent of students at GEAR UP high schools who qualify for a Guinn Millennium Scholarship with the percent who qualified in 2011-12. (Quasi-experimental design)
	Percent of GEAR UP college students who continue in school	Compare the percent of GEAR UP college students who continue in school with the continuation rates at the college where they attend. (Quasi-experimental design)
	Percent of GEAR UP college students who graduate	Compare the percent of GEAR UP college students who graduate (with a 2-year/4-year degree) with the graduation rates at the college where they attend. (Quasi-experimental design)

### Data Collection Instruments

The University of Nevada, Reno contracted with Pacific Research Associates in November 2006 to develop a web-based database to collect and report data for Nevada GEAR UP. Programs enter data into the web-based database to complete the Annual Performance Report submitted to the U.S. Department of Education as well as to address the formative and summative questions from the statewide evaluation. The data include information on student and family demographics, student and parent participation in GEAR UP services, student enrollment and performance in college preparation courses, student



and parent surveys, staffing, in-kind contributions, and outcome measures related to program goals.

The evaluation developed three instruments to help collect information from program staff, students, and parents about program activities. Each is described briefly below.

- ♦ *Student Survey.* The survey was developed to obtain information from students about their current success in school, plans for their future after high school, knowledge about college, satisfaction with the GEAR UP activities, and their families' perceptions about college. Students complete the survey in the spring annually. The responses from all student surveys are entered into the web-based database.
- ♦ *Parent Survey.* The survey was developed to obtain information from parents about their children's current success in school and their plans after high school as well as the parent's knowledge about college and satisfaction with GEAR UP activities. Parents complete the survey in spring annually. The responses from all parent surveys are entered into the web-based database.
- ♦ *Teacher Survey.* The survey was selected in fall 2006 to assess the academic optimism of GEAR UP middle school staff. Teaching staff at GEAR UP middle schools complete this survey throughout the project. The responses from all teacher surveys are maintained and reported separately, and are not found in this evaluation report.

### **Limitations of the Study**

Almost any study of an educational program contains limitations in the study design that restricts the study's ability to accurately measure the impact of the program on participant outcomes. This study, like many studies in education, is not able to randomly assign students to experimental and control groups. The study also faces other challenges, including the selection of appropriate comparison groups. Because of time and financial constraints, the evaluation is unable to select comparison groups that would allow the study to more accurately link the treatment to outcomes. For example, the study must often rely on available data from previous student cohorts rather than matching GEAR UP students with a group of non-GEAR UP students during the same time period.

Another challenge is that the study cannot track individual student learning progress on the same assessment instrument over time because of a lack of appropriate measures.

Although the evaluation can track student learning progress on the same instrument for as long as three years (i.e., the Nevada Criterion Referenced Test in grades 6, 7, and 8), no other instrument is administered for more than one year. As a result, the study has to rely on comparisons of the performance on different tests and on other, less precise measures of student learning, such as grade point average (GPA).

The study will also suffer from a high student mobility rate. The schools were selected to participate in GEAR UP because they serve low-income populations. However, low-income schools, including the 20 GEAR UP middle schools that comprised the original cohort of students in grade 7, tend to have high student mobility rates. As a result, it is more difficult to collect data on the same group of students from one year to the next.

Thus, the results should not be viewed as “proof” of the efficacy of GEAR UP, rather as a piece of evidence that must be interpreted holistically, over time, and in conjunction with the formative data on implementation. Only a more controlled research study that tracks the progress of students in GEAR UP and students not in GEAR UP can provide that “proof” of program efficacy.

### III. GEAR UP Student Characteristics

The characteristics of GEAR UP participants are based on data from 32 project schools that reported services to 4,054 grade 11 students who were active at the end of the 2010-11 school year.<sup>5</sup> The number of active students has decreased substantially over the last three years from 5,008 students in 2008-09, to 4,626 students in 2009-10, and to 4,054 students in 2010-11, a 19 percent decrease over the three years. One possible consequence of the decrease in the number of students is that it may influence the interpretation of longitudinal outcome data, depending on the type of student who left the program.

**Table 3.** Number of GEAR UP Participants in 2010-11

County	Project	Total Students	County	Project	Total Students
Clark	Advanced Technologies Academy	22	Clark (cont.)	Southeast Career & Technical Academy	148
	Basic High School	172		Sunrise Mountain High	100
	CCSD Admin School	27		Valley High School	302
	Canyon Springs High School	75		Veterans Tribute CTA	21
	Chaparral High School	233	Elko	Owyhee Combined	20
	Clark High School	35	Humboldt	McDermitt Combined	17
	Del Sol High School	301	Lyon	Yerington High	40
	Desert Pines High School	169	Mineral	Mineral County High	33
	East Career & Technical Academy	190	Nye	Beatty High School	35
	Eldorado High School	237		Gabbs School	3
	Las Vegas Academy	98		Pahrump High School	243
	Las Vegas High School	320		Tonopah High School	36
	Legacy High School	141	Pershing	Pershing County High	41
	Mojave High School	132	Washoe	Dean's Future Scholars	45
	Northwest Career & Technical Academy	35		Hug High School	332
	Rancho High School	85		Wooster High School	366
<b>Total</b>					<b>4,054</b>

<sup>5</sup> The 32 GEAR UP schools served 5,035 students in 2010-11: 981 students transferred during the year to a non-GEAR UP school or became inactive in their school district, resulting in 4,054 active students.

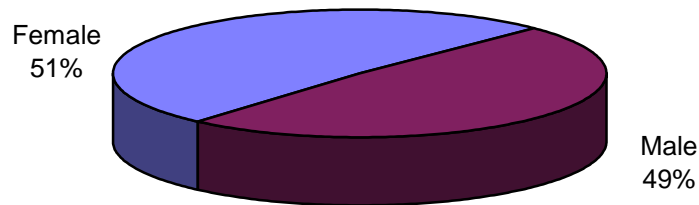
This section presents data on several characteristics of these students, including gender, ethnicity, English language proficiency, Individualized Education Plans, and Free and Reduced Lunch Program.

## Characteristics of Students

### Gender

Nevada GEAR UP served slightly more female than male students. Data were available for all 4,054 students in the database: 2,074 (51 percent) are female and 1,980 (49 percent) are male.

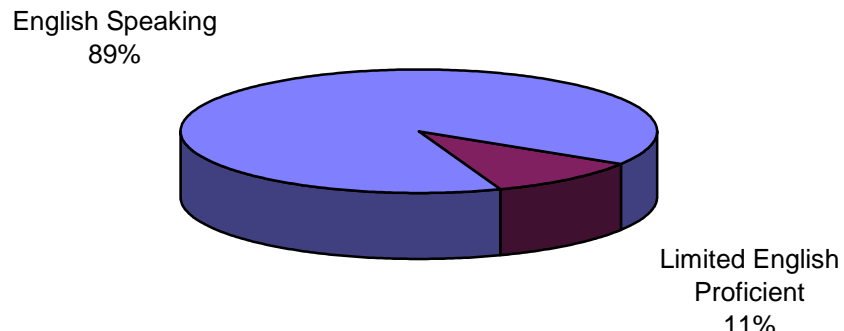
**Figure 2.** Gender of GEAR UP Students



### English Language Proficiency

About one in ten students in the GEAR UP cohort are Limited English Proficient (LEP). Schools reported that 385 of the 4,008 students for whom data were available (9.6 percent) are LEP. Data were unavailable for 46 students in the database. For comparison, 20.0 percent of students statewide are LEP.

**Figure 3.** English Language Proficiency of GEAR UP Student Cohort

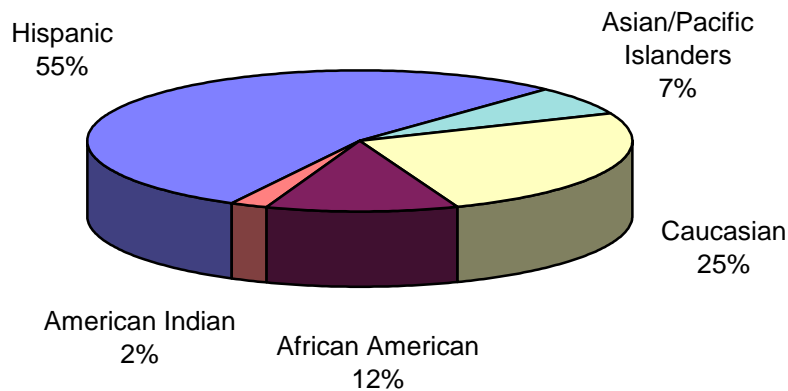


## Ethnicity

The GEAR UP student cohort is comprised primarily of minority students. Data are available for 4,052 students: data are missing for two students. As shown in Table 4, the majority of the students (3,024 students or 75 percent) are minority students—more than the percent of minority students statewide (61 percent). In fact, the percentage of GEAR UP students in each minority group is equal or greater than their percentage statewide, except for Asian/Pacific Islanders. The GEAR UP student cohort population includes 2,193 Hispanic students (55 percent) compared to 39 percent statewide, 464 African American students (12 percent) compared to 10 percent statewide, 1,032 Caucasian students (25 percent) compared to 39 percent statewide, 277 Asian/Pacific Islanders (7 percent) compared to seven percent statewide, and 90 American Indians (2 percent) compared to under just over one percent statewide.

The GEAR UP student cohort is comprised primarily of minority students at 75 percent. The two largest sub-groups are Hispanic students at 55 percent and White students at 25 percent.

**Figure 4.** Ethnicity of GEAR UP Students



**Table 4.** Ethnicity of GEAR UP Students, 2010-11

County	School	Ethnicity						
		American Indian/ Alaskan	Asian/ Pacific Islander	Black	Hispanic	White	Unknown (No Answer)	Total
Clark	Advanced Technologies Academy	0	2	2	10	8	0	22
	Basic High School	2	17	31	76	46	0	172
	CCSD Admin School	0	5	4	5	13	0	27
	Canyon Springs High	1	3	34	31	6	0	75
	Chaparral High School	1	7	30	131	64	0	233
	Clark High School	0	4	6	18	7	0	35
	Del Sol High School	2	15	27	188	69	0	301
	Desert Pines High School	0	7	16	135	11	0	169
	East Career and Technical Academy	1	17	16	120	36	0	190
	Eldorado High School	1	10	20	161	45	0	237
	Las Vegas Academy	2	8	11	27	50	0	98
	Las Vegas High School	0	31	29	194	64	2	320
	Legacy High School	0	13	60	38	30	0	141
	Mojave High School	1	7	53	49	22	0	132
	Northwest Career and Technical Academy	2	3	6	14	10	0	35
	Rancho High School	0	5	3	64	13	0	85
	Southeast Career and Technical Academy	2	16	13	99	18	0	148
	Sunrise Mountain High	1	1	16	71	11	0	100
	Valley High School	1	11	35	226	29	0	302
	Veterans Tribute CYA	0	0	1	14	6	0	21

**Table 4.** Ethnicity of GEAR UP Students, 2010-11 (cont.)

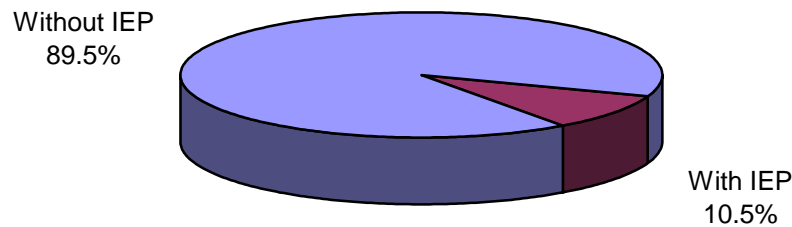
County	School	Ethnicity						
		American Indian/ Alaskan	Asian/ Pacific Islander	Black	Hispanic	White	Unknown	Total
Elko	Owyhee Combined School	20	0	0	0	0	0	20
Humboldt	McDermitt Combined School	11	0	0	3	3	0	17
Lyon	Yerington High School	11	1	0	12	16	0	40
Mineral	Mineral County High School	2	0	3	3	25	0	33
Nye	Beatty High School	0	2	0	24	9	0	35
	Gabbs School	1	0	0	0	2	0	3
	Pahrump High School	4	9	6	40	184	0	243
	Tonopah High School	0	0	0	5	31	0	36
Pershing	Pershing County High School	4	1	1	13	22	0	41
Washoe	Dean's Future Scholars	4	4	2	26	9	0	45
	Hug High School	6	35	26	217	48	0	332
	Wooster High School	10	43	13	177	123	0	366
	<b>Total (Number)</b>	<b>90</b>	<b>277</b>	<b>464</b>	<b>2,191</b>	<b>1,030</b>	<b>2</b>	<b>4,054</b>
	<b>Total (Percent)</b>	<b>2.2%</b>	<b>6.8%</b>	<b>11.4%</b>	<b>54.1%</b>	<b>25.4%</b>	<b>0%</b>	
	<b>Statewide Percent<sup>6</sup></b>	<b>1.2%</b>	<b>7.1%</b>	<b>9.9%</b>	<b>38.8%</b>	<b>38.7%</b>		

<sup>6</sup> Nevada changed the ethnic categories 2010-11 so that the system now includes a “Multi-Race” category, which is selected by 4.4 percent of students statewide. The Nevada GEAR UP Database uses the previous ethnic categories which does not include the “Multi-Race” option.

## Students with Individualized Education Plan

Data are available on 4,008 of the 4,054 students in the GEAR UP student database. Schools reported that 381 students (9.5 percent) have an Individualized Education Plan (IEP), lower than the 10.8 percent of students statewide with an IEP.

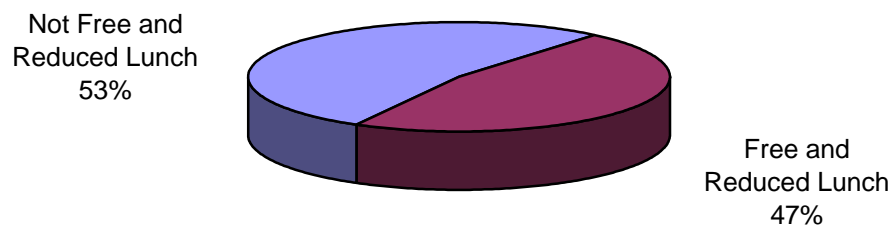
**Figure 5.** Students with Individualized Educational Plans



## Students in Free and Reduced Lunch Program

The evaluation collected data on students in the Free and Reduced Lunch (FRL) Program as an indicator of family income. The results show that 1,654 of the 3,519 students (or 47 percent) for whom data were available, participated in the FRL program.<sup>7</sup> In comparison, 48 percent of students are in the FRL program statewide, indicating that the same percent of GEAR UP students are from low-income families as students statewide.

**Figure 6.** Free and Reduced Lunch Students



<sup>7</sup> The 47 percent FRL rate is lower than the rate of the original cohort GEAR UP schools which were selected if the school had an FRL rate over 50 percent. The decrease in the FRL rate may be explained because high school students are less likely to apply for free and reduced lunches than when the students were in middle school. In addition, data were not available for 537 students, or about 11 percent of students.



## **Chapter IV. GEAR UP Services and Participation**

This chapter presents data on the GEAR UP services that GEAR UP students and their parents participated in during the 2010-11 school year. The service categories, developed by the U.S. Department of Education, are used by all GEAR UP programs as part of the national evaluation. In April 2010, the U.S. Department of Education made several changes to the 12 student service categories. The five parent service categories were not changed. See Appendix A for a list of the student and parent service categories.

The service activities listed in this report are those that are supposed to be provided as part of Nevada GEAR UP—defined as being paid with GEAR UP funds or in-kind match funds. This year, as in previous years, the GEAR UP state staff and evaluation staff reviewed the entered activities to ensure that the activities are actually supported by GEAR UP funds or matched funds, and properly coded into the database. In fact, GEAR UP state staff annually provide schools with training and technical assistance to ensure that all appropriate activities are entered into the Nevada GEAR UP Database, the activities are coded correctly, and that all students who participated in the activities are counted. Overall, the State GEAR UP Project Coordinator reported that project schools did a good job of entering all the data as well as correctly coding the many activities in which students and parents participated. There are, however, instances when activities were not correctly coded or it was questionable if activities even should have been entered in the database. When reviewed at the end of the school year, GEAR UP staff eliminated several activities and recoded those activities that were not coded correctly.

The services presented in this report are funded by GEAR UP or in-kind match funds that work together to make student and parents aware of college and encourage and support students to enroll into college. It is important to point out that many schools, including Nevada GEAR UP schools, provide many of the activities, designated as supported by match funds, as part of the regular school program or through other federal or state-funded programs. In other words, these activities would have been provided without GEAR UP. One of the caveats of reporting activities supported by GEAR UP and matched funds is that it is difficult to identify which activities would have been provided

without GEAR UP and which activities are added to the high school program by GEAR UP alone. As a result, it is difficult to assess the value added to a student's high school experience by GEAR UP alone.

In fact, the majority of service hours reported for students are academic enrichment classes, provided from in-kind match funds, which students would have attended or received without GEAR UP. For example, projects are directed to enter some of the academic classes that students attend into the GEAR UP database, such as advanced courses, foreign language courses, honors classes, International Baccalaureate, and classes provided at magnet academies. Thus, while it is important to include these activities in the total service hours, even though many are provided regardless of GEAR UP, the activity data does not provide an accurate picture of the value added by the GEAR UP Program.

### **Student Participation**

Overall, schools reported that 3,798 of the 4,054 students (94 percent) in the database participated in at least one GEAR UP activity, which represents a decrease from the 99 percent of students who participated in GEAR UP activities in 2008-09 and 2009-10. Overall, GEAR UP students participated in an average of eight activities.

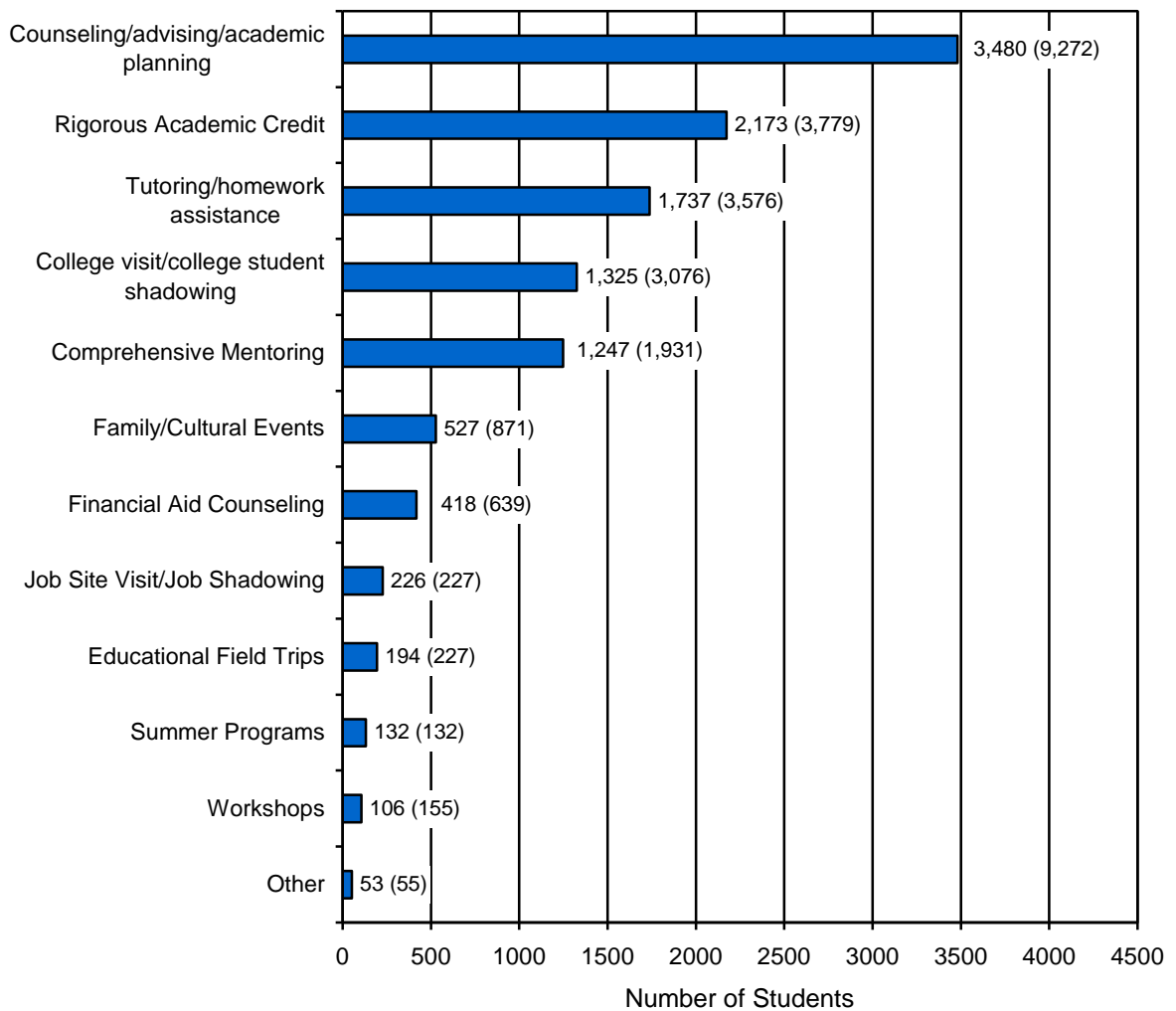
***Number of Students by Service Category.*** Figure 7 shows student participation in 12 GEAR UP service categories. The first number is an unduplicated number. It refers to the total number of different students that participated within each service category. The duplicated count for each service is in parentheses. It refers to the total number of students who participated in all the different activities within each service category, regardless of the number of times that an individual student participated in activities with a service. For example, one project offered college visits to three different colleges during the school year. If a student attends all three college visits, this student is counted three times under the duplicated count.

Overall, the largest percent of students (86 percent) attended the service in which they would become more aware of and improve their knowledge about college, i.e., counseling, advising, and academic planning.

Overall, 86 percent of students (3,480 unduplicated students) participated in “counseling/advising/academic planning” services, a service in which students would plan their

high school curriculum towards graduation and learn about college. The next two most frequently participated in services were “Rigorous academic curriculum” (2,173 students or 54 percent) and “tutoring/homework assistance” (1,737 students or 43 percent), which would help prepare students to do well in college. Other frequently participated-in services included “college visit/college student shadowing” (1,325 students) where students would learn about college entrance requirements and financial aid, and “comprehensive mentoring” (1,247 students) which would help guide students towards postsecondary education or training.

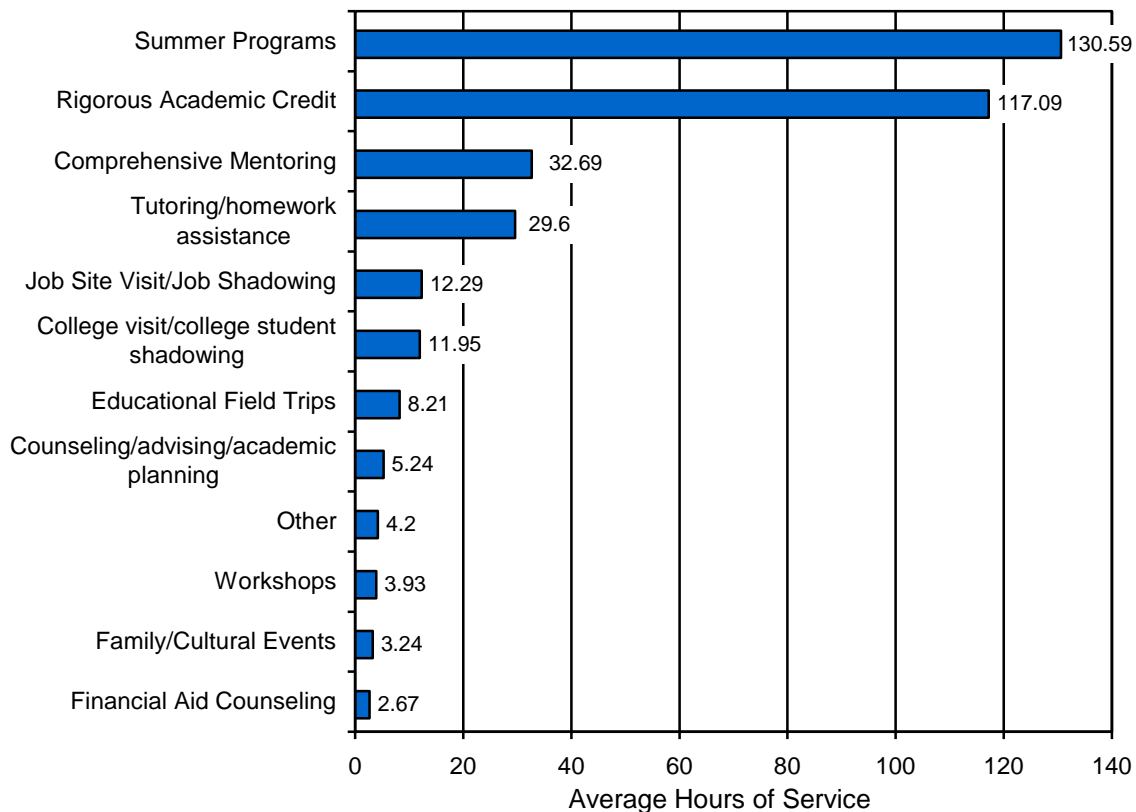
**Figure 7.** Number of Students Attending GEAR UP Activities



**Hours of Service by Service Category.** Overall, the 4,054 GEAR UP students in the database who participated in at least one activity attended an average of 106.8 hours of GEAR UP coded services. Figure 8 shows the average hours of participation for students who received each service for the school year. Students spent the most amount of time in services that would be effective in terms of preparing them and helping them to succeed in high school, and perhaps, enroll in college. Specifically, students spent an average of 131 hours in “summer programs.” However, only a small number of students (132) participated in this service. Students spent the next greatest average amount of time in “Rigorous Academic Curriculum” at 117 hours, which targeted a large number of students, 2,173 or 54 percent.

Over two thousand students (n=2,173) spent the greatest average amount of time (117 hours) in services (i.e., rigorous academic curriculum) that will strengthen their academic preparation and achievement, helping them to succeed in high school, and perhaps, enroll in college.

**Figure 8.** Average Hours for Students Receiving Service



The number of hours that students spent in specific services decreased substantially after the top two; however, many students participated in the activities and both can make a difference in the lives of students. That is, 1,247 students (31 percent) spent about 33 hours in “comprehensive mentoring.” In addition, 1,737 students (43 percent) spent an average of almost 30 hours in “tutoring/homework assistance” The research shows that mentoring can be an effective contributor to student aspirations and awareness, while comprehensive tutoring is important in strengthening academic preparation and achievement.

***GEAR UP Schools by the Number of Activities by Service Category.*** Table 5 presents the 12 student services that GEAR UP supported at each school and the number of activities within each service. The number of student services reported by schools ranged from one service conducted at Gabbs High School to nine services each conducted at Beatty High School, Pahrump High School, and Wooster High School. On average, the 32 GEAR UP high schools reported conducting activities in about six student service categories.

The results also show that that all but one school (i.e., 31 schools) provided one service: “rigorous academic curriculum.” Other common services included “counseling/advising/academic planning” (29 schools), “college visits/college student shadowing” (22 schools), and “comprehensive mentoring” (25 schools). In terms of the services reported by the fewest schools, three schools reported provided “other” services and four schools reported providing “educational workshops.”

**Table 5.** Number of GEAR UP Activities Within Student Service Categories by School

GEAR UP Activity	Tutoring/ Home- work As- sistance	Rigor- ous Ac- ademic Curr.	Compre- hensive Mentor- ing	Counsel- ing/advisin g/academi c planning	Financial aid coun- seling	College visit/ shadow- ing	Job visit/ shadow- ing	Sum- mer pro- gram	Field trip	Work- shops	Family/ Cultur- al events	Other
Advanced Technolo- gies Academy	2	6	1	9	-	1	1	-	-	-	-	-
Basic High School	6	9	1	10	2	7	2	-	-	-	-	-
CCSD Admin School	-	1	-	1	-	-	-	-	-	-	-	-
Canyon Springs High	-	3	1	-	-	-	-	-	-	-	-	-
Chaparral High School	-	13	2	2	1	2	1	-	-	-	-	-
Clark High School	5	2	1	5	-	1	-	-	-	-	-	1
Del Sol High School	4	15	2	2	-	1	-	-	-	-	-	-
Desert Pines High	2	3	1	3	-	1	-	-	-	-	1	-
East Career and Tech- nical Academy	-	6	3	3	1	6	1	1	1	-	-	-
Eldorado High School	1	9	1	1	1	-	1	-	-	-	1	-
Las Vegas Academy	-	6	1	6	-	2	1	1	-	-	1	-
Las Vegas High	2	2	2	4	-	-	-	-	-	-	-	-
Legacy High School	-	4	2	5	-	3	1	-	1	-	-	-
Mojave High School	4	5	-	6	-	6	1	-	-	-	3	-
Northwest Career and Technical Academy	1	4	2	8	2	-	-	-	-	1	1	-
Rancho High School	-	7	-	2	-	-	-	-	-	-	-	-
Southeast Career and Technical Academy	-	4	4	12	1	8	6	-	5	-	1	-
Sunrise Mountain	5	7	-	7	-	2	-	2	-	-	-	-
Valley High School	4	9	1	3	2	2	-	1	-	-	2	-
Veterans Tribute CTA	1	3	-	3	-	2	-	1	-	-	-	-

**Table 5.** Student GEAR UP Activities by School (cont.)

<b>GEAR UP Activity</b>	<b>Tutoring/ Home- work As- sistance</b>	<b>Rigor- ous Ac- ademic Curr.</b>	<b>Compre- hensive Mentor- ing</b>	<b>Counsel- ing/advisin g/academi c planning</b>	<b>Financial aid coun- seling</b>	<b>College visit/ shadow- ing</b>	<b>Job visit/ shadow- ing</b>	<b>Sum- mer pro- gram</b>	<b>Field trip</b>	<b>Work- shops</b>	<b>Family/ Cultur- al events</b>	<b>Other</b>
Owyhee Combined School	-	1	-	2	-	3	-	-	1	-	-	-
McDermitt Combined School	-	3	1	4	1	1	-	1	-	-	5	-
Yerington High School	-	5	-	13	3	4	-	1	-	1	-	-
Mineral County High School	-	1	-	2	-	1	-	1	-	-	1	-
Beatty High School	5	2	3	4	2	-	1	1	1	3	-	-
Gabbs School	-	-	-	-	-	-	-	-	-	-	1	-
Pahrump High School	7	4	9	17	-	3	1	1	3	-	7	-
Tonopah High School	15	7	-	3	1	-	-	1	-	-	-	-
Pershing County High School	-	7	5	3	3	4	1	-	-	-	2	1
Dean's Future Scholars	-	3	1	-	-	-	-	1	-	1	-	-
Hug High School	12	1	3	8	-	3	1	1	-	-	2	-
Wooster High School	2	5	2	14	-	8	-	1	1	-	2	2
Total Schools with Activity	<b>17</b>	<b>31</b>	<b>22</b>	<b>29</b>	<b>12</b>	<b>22</b>	<b>13</b>	<b>14</b>	<b>7</b>	<b>4</b>	<b>14</b>	<b>3</b>

## Parent Participation

The Nevada GEAR UP database included information on 4,938 parents/guardians who participated in at least one GEAR UP activity. The 4,938 parents/guardians are the parents/guardians of 3,034 students of the 4,054 active students in the database, or 75 percent.

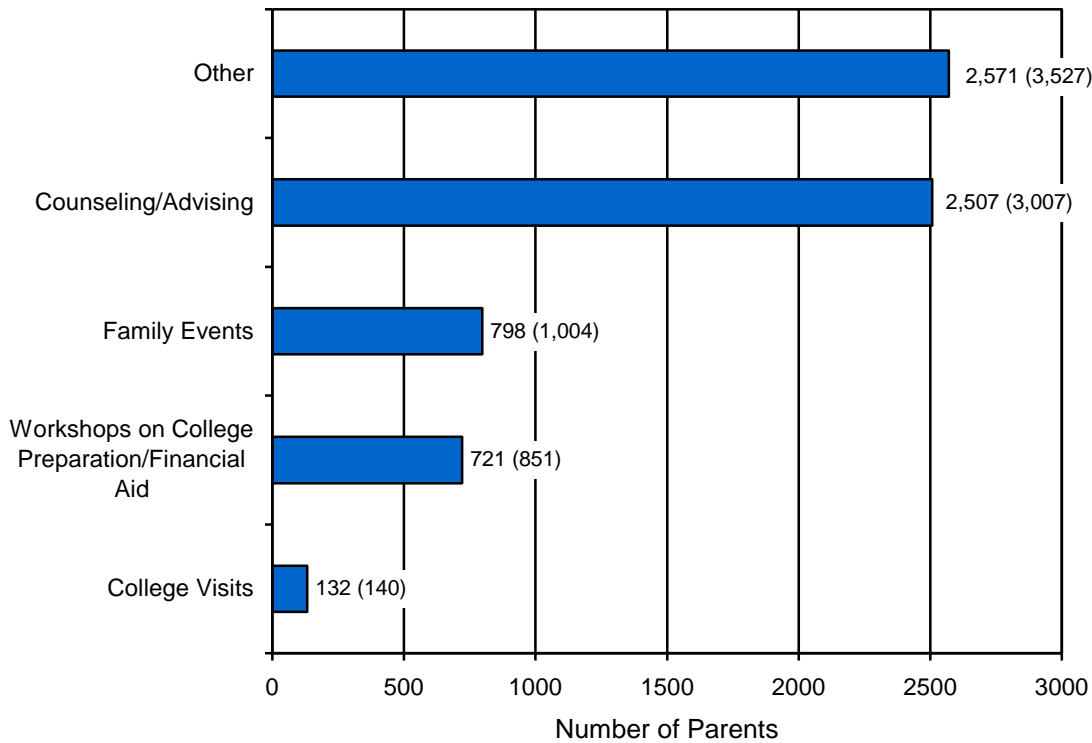
***Numbers of Parents by Service Category.*** Figure 9 shows the number of parents that participated in GEAR UP services as reported by the 32 GEAR UP high schools. As in the case of students, Figure 9 shows both unduplicated and duplicated counts. In this case, the unduplicated count refers to the number of students whose parents attended any activity in a service category and the duplicated count (in parentheses) refers to the total number of parents who attended all activities within a service category.

The data show that the greatest number of parents (2,571) who attended an activity was for “Other.” Typically, “Other” events referred to printed materials, such as newsletters, that GEAR UP staff sent to parents to keep them informed about GEAR UP activities, college enrollment, and college financial aid. The duplicated count was 3,527 parents.

The activity in which the next greatest numbers of parents participated was “counseling/advising about college enrollment” services (2,507 parents). These events usually referred to face-to-face contact with parents at parent-teacher conferences, information nights, or parent nights. Primarily, these activities were designed to help parents become more aware of and learn about college and college opportunities.

The GEAR UP activity that reached the greatest number of parents was “Other” activities. Typically, “Other” activities referred to printed materials, such as newsletters, that GEAR UP staff sent to parents to keep them informed about GEAR UP activities, college enrollment, and college financial aid.

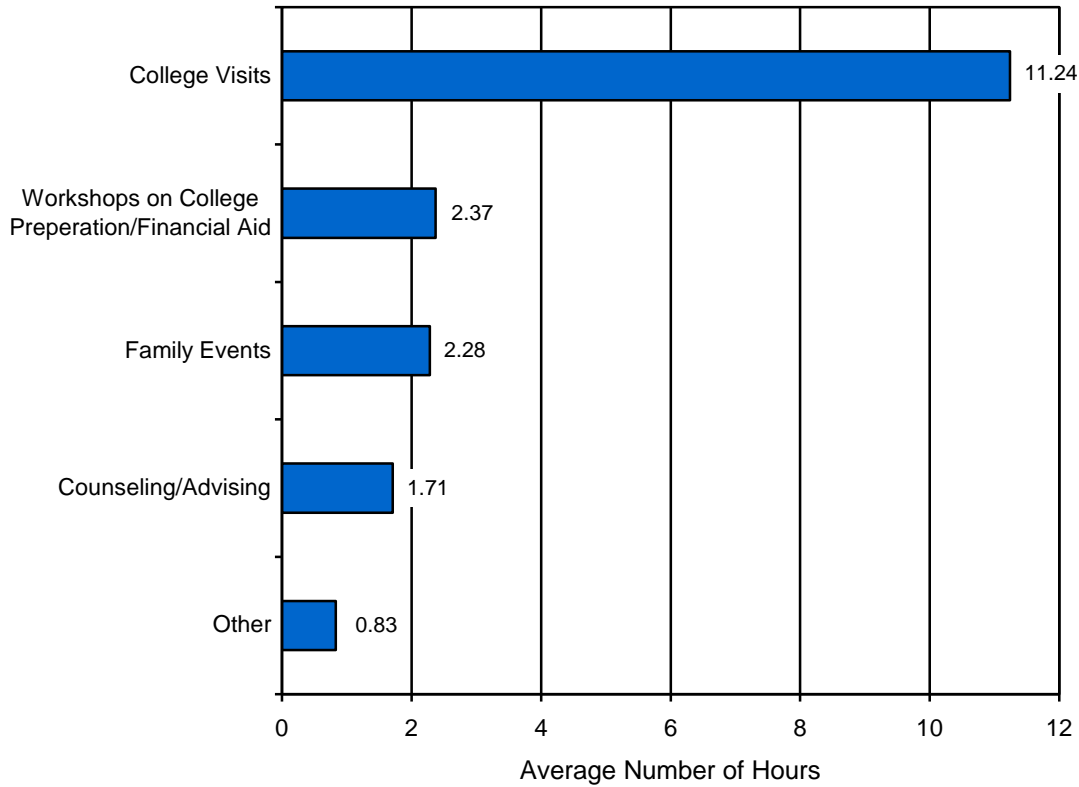


**Figure 9.** Number of Parents Attending GEAR UP Activities

**Hours of Service by Activity.** Figure 10 shows the average hours of service that participating parents spent in each GEAR UP activity. Overall, the 4,938 parents who participated in an activity spent an average of 2.32 hours in GEAR UP activities. Parents spent the greatest amount of time (11.24 hours) in “college visits.” However, only 132 parents participated in those services. Parents spent the next greatest amounts of time (2.37 hours) in “family events” (2.28 hours) attended by 799 parents and in “workshops on college preparation” attended by 721 parents.

Parents spent the greatest amount of time participating in “college visits” (11 hours); however, only 132 parents participated in this activity. Parents spent about 1.7 hours on “counseling/advising about college enrollment,” reaching 2,507 parents. The activity helped parents become more aware of and learn about college and college opportunities.

Figure 10 also shows that schools estimated that parents spent an average of 1.7 hours in “counseling/advising” activities, and 0.83 hours on “other” activities.

**Figure 10.** Average Hours Per Parent Receiving Service

***GEAR UP Schools by the Number of Activities by Service Category.*** Table 6 presents the number of parent activities offered by each school for each service category. The numbers of parent services reported by GEAR UP schools range from one activity at nine schools to five services at two schools (Advanced Technologies Academy and McDermitt Combined School). On average, GEAR UP schools offered parent activities in two service categories. The largest number of schools offered “counseling/advising” (21 schools) and the smallest number of schools offered “college visits” (9 schools).

**Table 6.** Number of Parent GEAR UP Activities by School

<b>GEAR UP Schools</b>	<b>Workshops on College</b>	<b>Counseling/ Advising</b>	<b>College Visits</b>	<b>Family Events</b>	<b>Other</b>
Advanced Technologies Academy	1	4	1	1	1
Basic High School	2	1			2
CCSD Admin School					1
Canyon Springs High School	1				
Chaparral High School	1				1
Clark High School	1	1		2	
Del Sol High School	1	3		1	
Desert Pines High School	2	1			1
East Career and Technical Academy		3			1
Eldorado High School	1				
Las Vegas Academy		1	3	1	1
Las Vegas High School	1	2			
Legacy High School				1	1
Mojave High School		1		2	
Northwest Career and Technical Aca.	4	3			
Rancho High School		1			
Southeast Career and Technical Aca.				1	
Sunrise Mountain High School	1	4		2	
Valley High School	3			2	
Veterans Tribute CTA		1			1
Owyhee Combined School		1			
McDermitt Combined School	1	2	1	5	1
Yerington High School	5	5	2		
Mineral County High School		1			
Beatty High School	2		1		
Gabbs School				1	
Pahrump High School	1	4	1	1	
Tonopah High School		1			
Pershing County High School	2	1	4	2	
Dean's Future Scholars	2			1	
Hug High School	3		2	1	2
Wooster High School	1	7	1	2	
<b>Total Schools</b>	<b>20</b>	<b>21</b>	<b>9</b>	<b>16</b>	<b>11</b>



## Chapter V. GEAR UP Student Survey Results

This chapter presents the results from the Student Survey administered to students annually, beginning in 2006-07. A copy of the Student Survey is in Appendix B. Out of 5,251 potential student surveys<sup>8</sup> in 2006-07, schools received completed surveys from 4,700 students (90 percent). Schools received completed surveys from 4,492 students of 5,028 potential student surveys (89 percent) in 2007-08; 4,802 students of 5,180 potential student surveys (93 percent) in 2008-09; 4,199 students of 4,753 potential student surveys (88 percent) in 2009-10; and 3,981 students of 4,269 potential student surveys (93 percent) in 2010-11.

Section 1 of this chapter presents the results for all the students who completed the surveys in 2006-07, 2007-08, 2008-09, 2009-10, or 2010-11 called *whole group* survey results. Because many students who completed the surveys in 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11 are different, any differences in the results among the five years may be due to the differences in the students who completed the surveys and should not be interpreted as a change in student perceptions. Instead, Section 2 of this chapter presents the survey results from students who completed a survey during their first year in the program (2006-07) and in their fifth year in the program (2010-11), called *matched group* survey results. These results can be compared between the two years, i.e., from the beginning in 2006-07 and current year of the program in 2010-11, and be interpreted as a change in the perceptions of the GEAR UP student population since the results represent the same students.

### SECTION 1. Whole Group

As mentioned previously, this section of the report presents the results for all the students who completed the surveys in 2006-07, 2007-08, 2008-09, 2009-10, or 2010-11.<sup>9</sup> While many of the results are similar over the five years, some results are different. The differ-

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<sup>8</sup> The data reported in this section include surveys completed by all students at a school during the year. Since some students may have become inactive during the school year, after they completed a survey, the total number of potential student surveys can be more than the total number of active students.

<sup>9</sup> It is important to point out that not all students answered all the questions on their surveys. The number of students that completed an item is noted in the graph for each item.

ences in results among the five years can not necessarily be interpreted as a change in student perceptions due to GEAR UP. It is possible that differences among the survey results for the five years simply reflect that different students completed the survey each year, as explained earlier. It is also possible that the differences in survey results represent differences between grade 7, grade 8, grade 9, grade 10, and grade 11 students. For example, it is reasonable to assume that eleventh grade students talk about (or are talked to about) high school graduation requirements more than seventh and eighth grade students.

The results from the Student Survey are divided into four general areas: school and school work, plans for the future, knowledge about college, and GEAR UP participation.

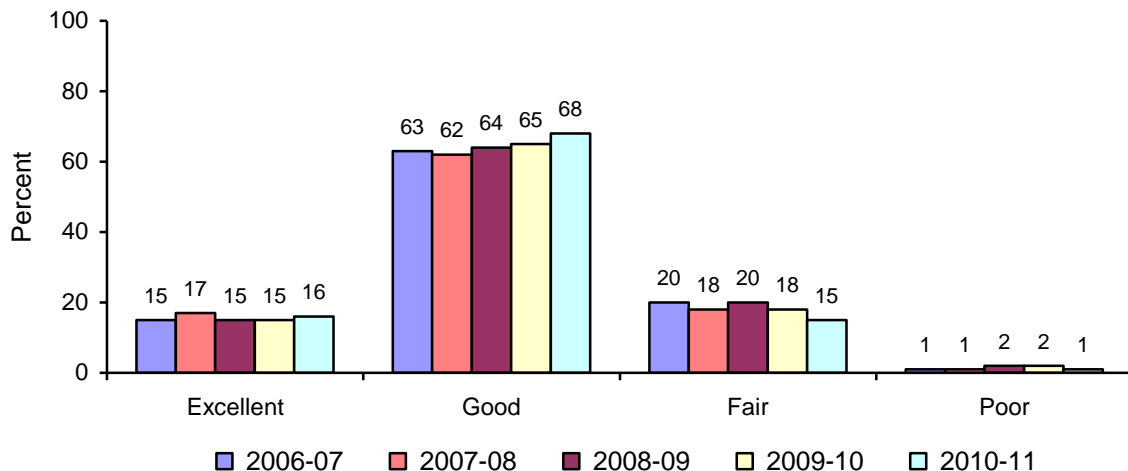
### School and School Work

Overall, the survey results show that GEAR UP students believe that they are “good” students. However, over 50 percent of the students report spending only one to three hours, or less, on homework each week.

Student survey results show that most GEAR UP students believe they are “good” to “excellent” students. However, over 50 percent of the students spend only one to three hours, or less, on homework each week.

#### 1. What type of student do you consider yourself?

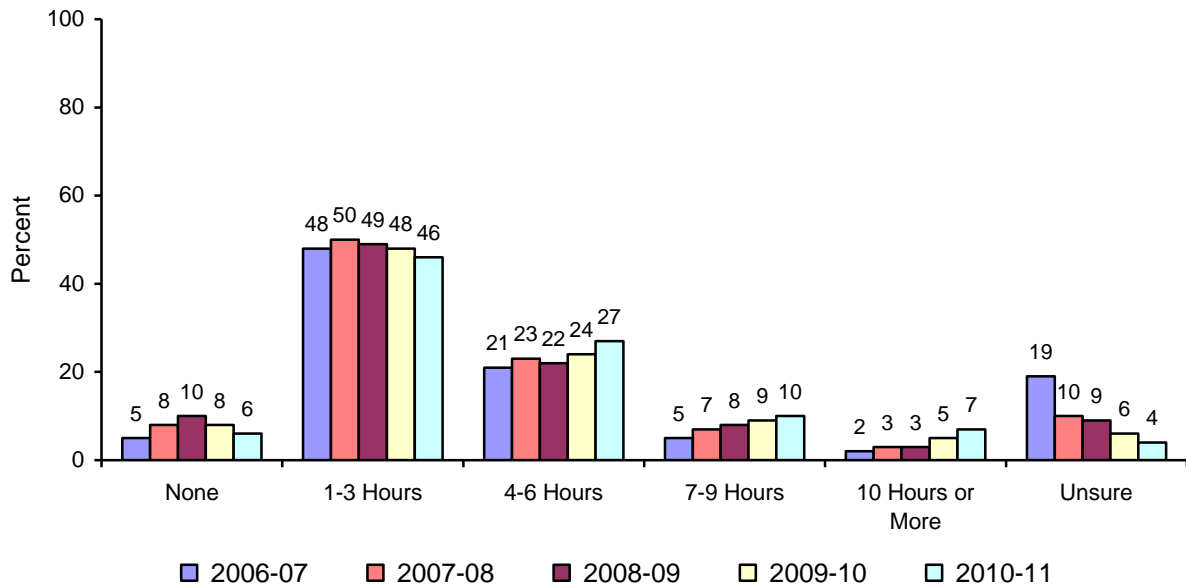
(n=4,697 for 2006-07; n=4,179 for 2007-08; n=4,798 for 2008-09; n=4,193 for 2009-10; n=3,981 for 2010-11)



The results to this question are similar for the five years from 2006-07 through 2010-11. The majority of students (78 to 84 percent) believe they are “good” or “excellent” stu-

dents. About 15 to 20 percent believe they are “fair” students, and one to two percent believe they are “poor” students.

**2. About how many hours do you spend on homework each week? (n=4,695 for 2006-07; n=4,175 for 2007-08; n=4,797 for 2008-09; n=4,195 for 2009-10; n=3,981 for 2010-11)**



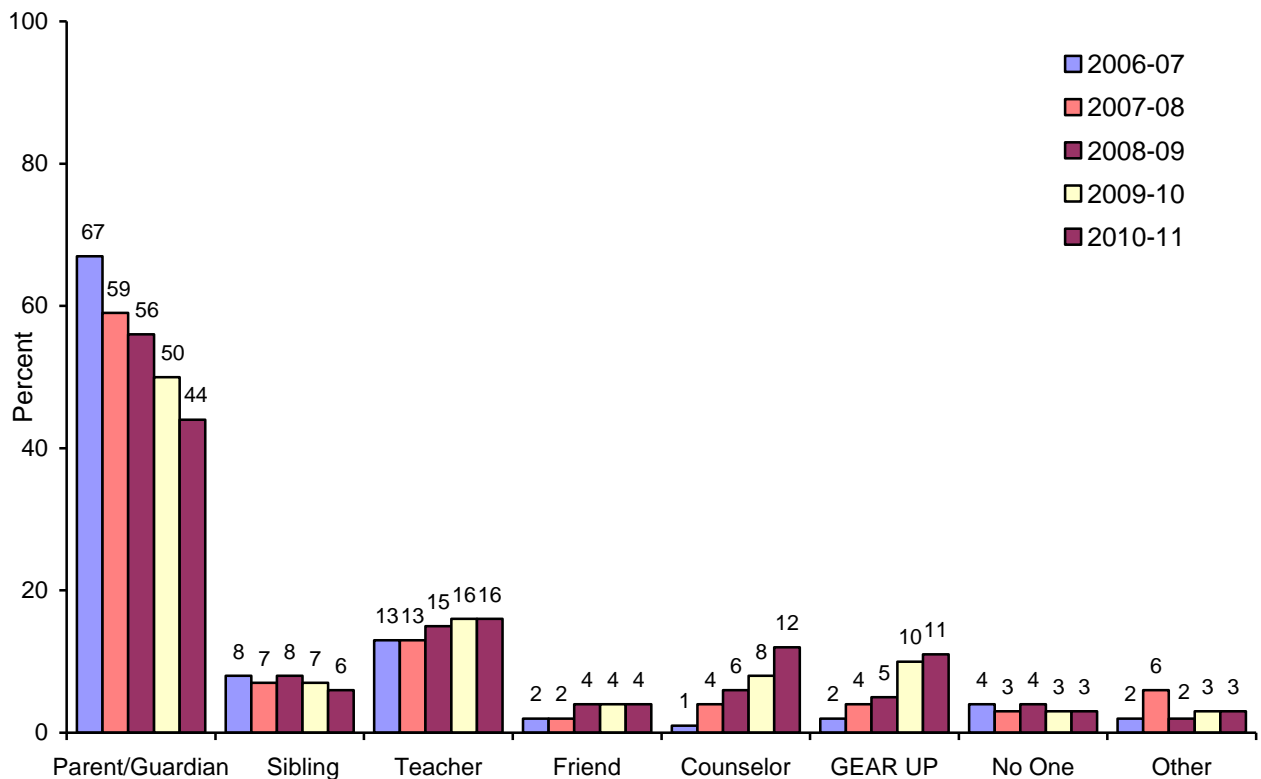
The results to this question are a little different over the five years from 2006-07 through 2010-11. While the largest percent of students (46 to 50 percent) continue to spend “1 to 3 hours” on homework each week, the percent of students who spend more hours on homework has increased. That is, the percent of students who report spending “4 to 6 hours” on homework each week increased from 21 to 27, spending “7 to 9 hours” increased from five to 10 percent; and spending “10 hours or more” increased from two to seven percent.

## Plans for the Future

The results show that the largest percent of students obtain most of their information about continuing their education after high school from their parents, even though school counselors and GEAR UP staff are playing a larger role. In addition, most students plan to continue their education after high school, with the majority hoping to attain a 4-year college degree. The primary reason why students would not continue their education after high school is the cost of college, reported by 18 percent in 2010-11.

Student survey results show that the largest percent of GEAR UP students still obtain their information about continuing their education after high school from their parents, but that students are starting to receive more information from school staff. Most students plan to continue their education after high school, with the majority hoping to attain a 4-year college degree. The primary reason why students would not continue their education is the cost of college, reported by 18 percent of students in 2010-11.

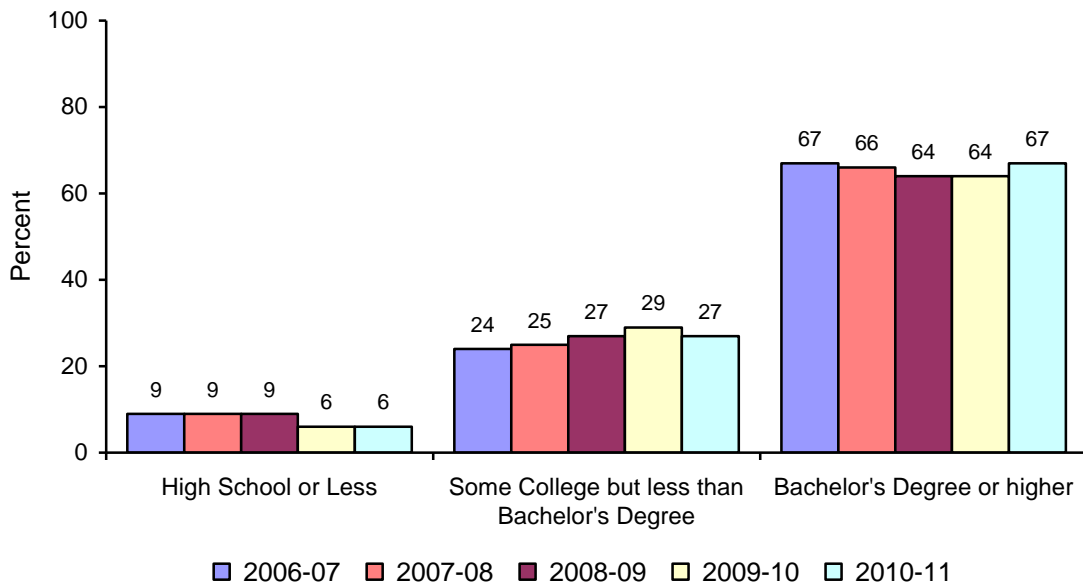
### 3. From whom do you get most of your information about continuing your education after high school? (n=4,696 for 2006-07; n=4,098 for 2007-08; n=4,794 for 2008-09; n=4,196 for 2009-10; n=3,981 for 2010-11)





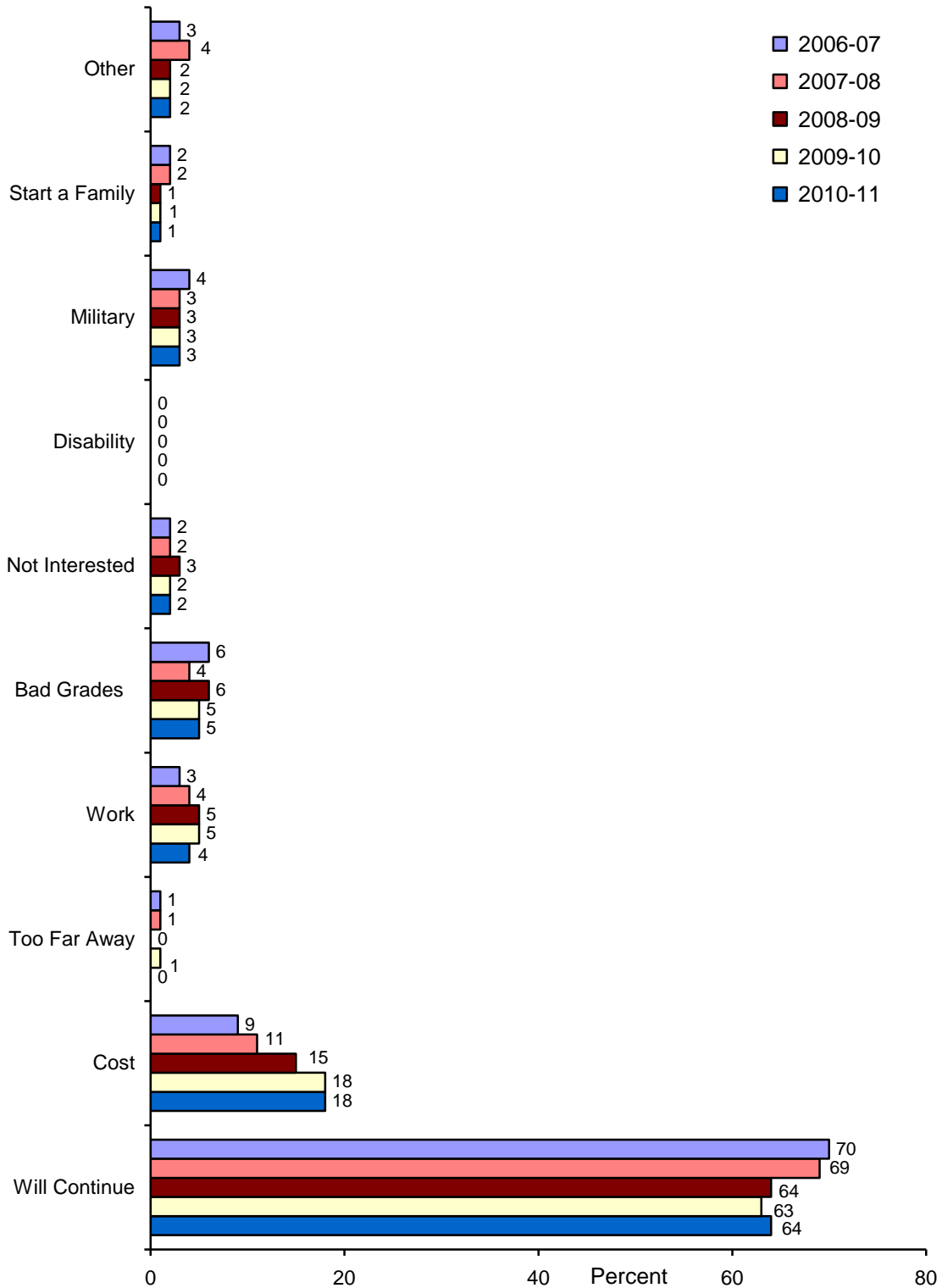
The results to this question have changed over the five years from 2006-07 through 2010-11. The results show that the majority of students still obtain most of their information about continuing their education after high school from their parents, even though the percent changed from 67 percent in 2006-07 to 44 percent in 2010-11. On the other hand, the percent of students who obtained most of their information about continuing their education after high school from counselors and GEAR UP staff increased from 3 percent in 2006-07 to 23 percent in 2010-11. The difference may be because school staff talk more about continued education with eleventh grade students than seventh grade students.

**4. What is the highest level of education that you expect to obtain? (n=4,688 for 2006-07; n=4,172 for 2007-08; n=4,794 for 2008-09; n=4,196 for 4,196; n=3,980 for 2010-11)**



The results to this question are similar for the five years from 2006-07 through 2010-11. That is, 64 to 67 percent of students think they will obtain a Bachelor's Degree or higher over the five years.

5. *If you do not plan to continue your education after high school, what is the main reason? (n=4,672 for 2006-07; n=4,106 for 2007-08; n=4,703 for 2008-09; n=4,136 for 2009-10; n=3,961 for 2010-11)*



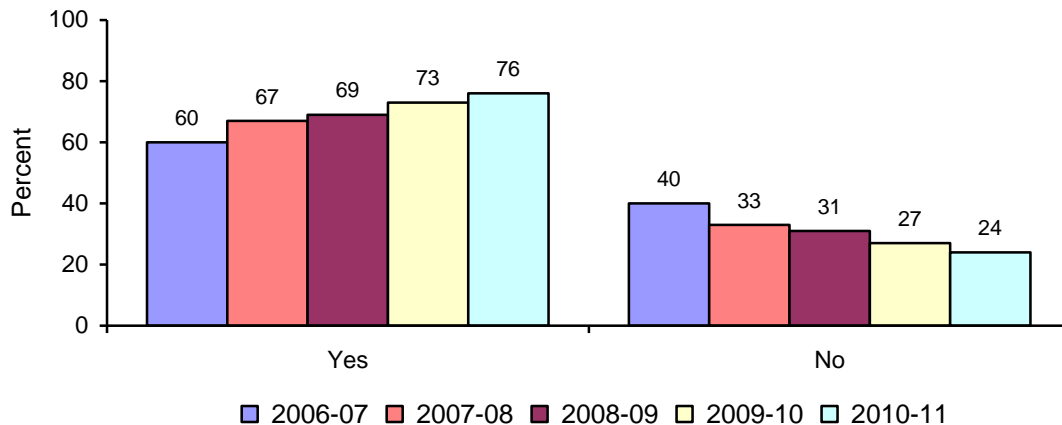
The results to this question are a little different over the five years from 2006-07 through 2010-11. While the majority of students (63 to 70 percent) “will continue” their education after high school, the percent has decreased from the time they were in middle school to high school. In addition, while the main reason why students would not continue their education after high school continues to be cost, the percentage of students has increased from nine percent in 2006-07 to 18 percent in 2010-11.

### Knowledge about College

Overall, the results show that most students continue to believe that it is important to obtain education and training after high school and believe that they can afford to go to college. In addition, more students are learning about college entrance requirements and college finances from school staff in grade 11 than in grade 7.

Student survey results show that most students continue to believe that it is important to obtain education and training after high school and believe that they can afford to go to college. In addition, more students are learning about college entrance requirements and college finances from school staff in grade 11 than in grade 7.

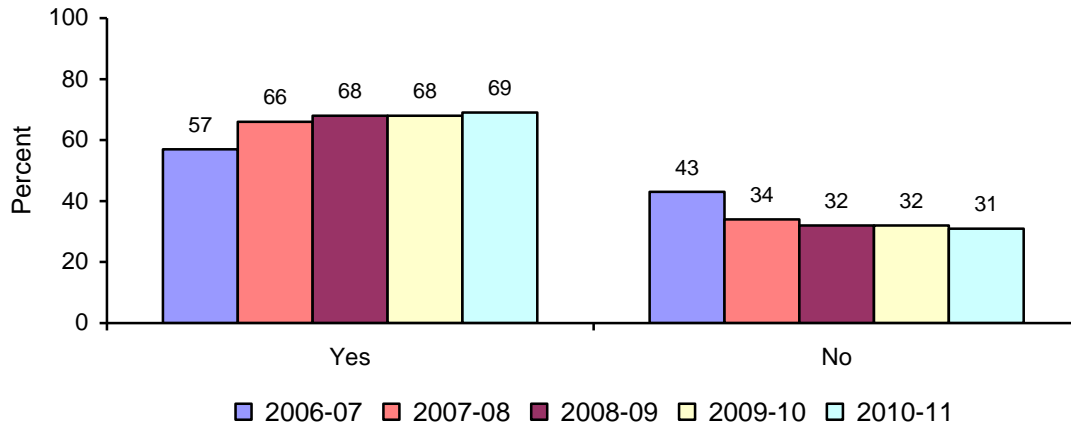
6. *Has anyone from your school or GEAR UP ever spoken to you about college entrance requirements or the courses that you need to take in high school in order to prepare for college? (n=4,672 for 2006-07; n=4,162 for 2007-08; n=4,785 for 2008-09; n=4,190 for 2009-10; n=3,978 for 2010-11)*



The results to this question are different over the five years from 2006-07 through 2010-11. The results show that a larger percent of students talked with someone from their school about college entrance requirements in 2010-11 (76 percent) than in 2006-07 (60

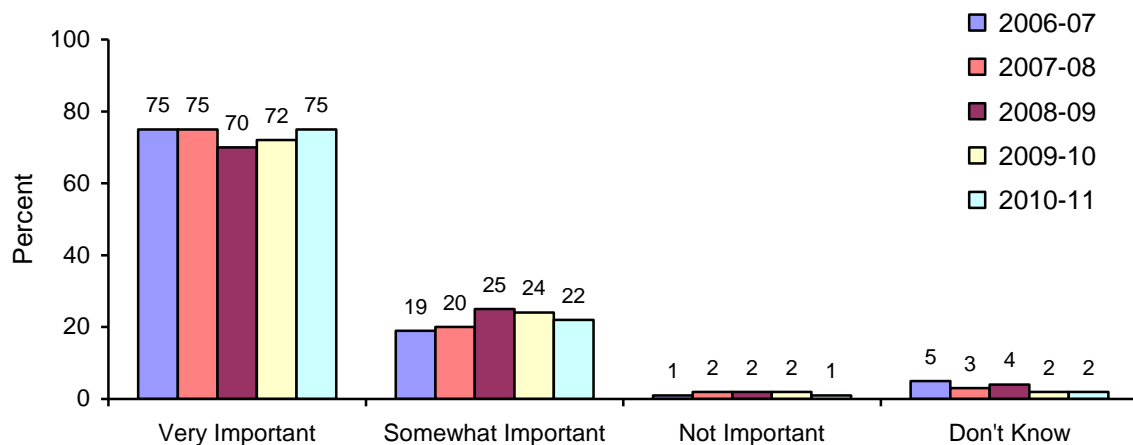
percent). The difference may be because school staff typically talk more with eleventh grade students about continuing their education after high school than with seventh grade students.

**7. Has anyone from your school or GEAR UP ever spoken to you about the availability of financial aid to help you pay for college? (n=4,682 for 2006-07; n=4,162 for 2007-08; n=4,802 for 2008-09; n=4,189 for 2009-10; n=3,976 for 2010-11)**



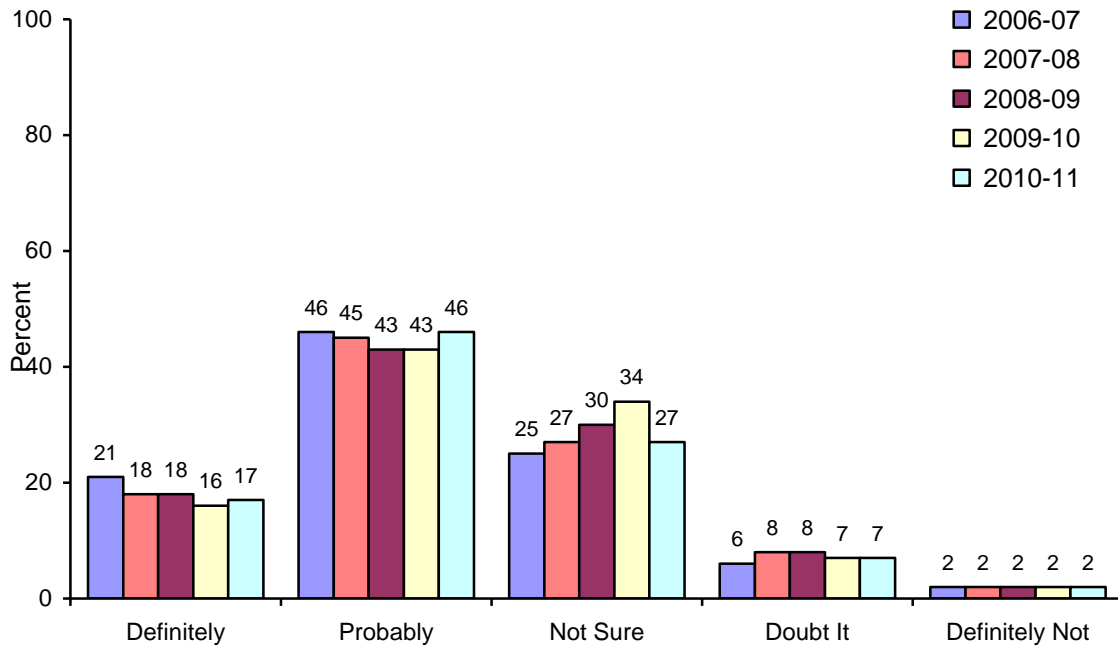
The results are different over the five years when the results from 2006-07 are compared with the results from 2007-08 through 2010-11. A larger percent of students talked with someone from their school about college financial aid from 2007-08 through 2010-11 (66 to 69 percent) than in 2006-07 (57 percent).

**8. How important to your future is getting an education beyond high school? (n=4,670 for 2006-07; n=4,159 for 2007-08; n=4,778 for 2008-09; n=4,190 for 2009-10; n=3,976 for 2010-11)**



The results to this question are fairly similar over the five years from 2006-07 through 2010-11. A majority of students (70 to 75 percent) believe that obtaining an education beyond high school is “very important” to their future and a smaller percent of the students (19 to 25 percent) believed that it is “somewhat important.”

**9. Do you think you can afford to attend a 4-year college using financial aid, scholarships, and your family’s resources? (n=4,687 for 2006-07; n=4,166 for 2007-08; n=4,782 for 2008-09; n=4,193 for 2009-10; n=3,979 for 2010-11)**



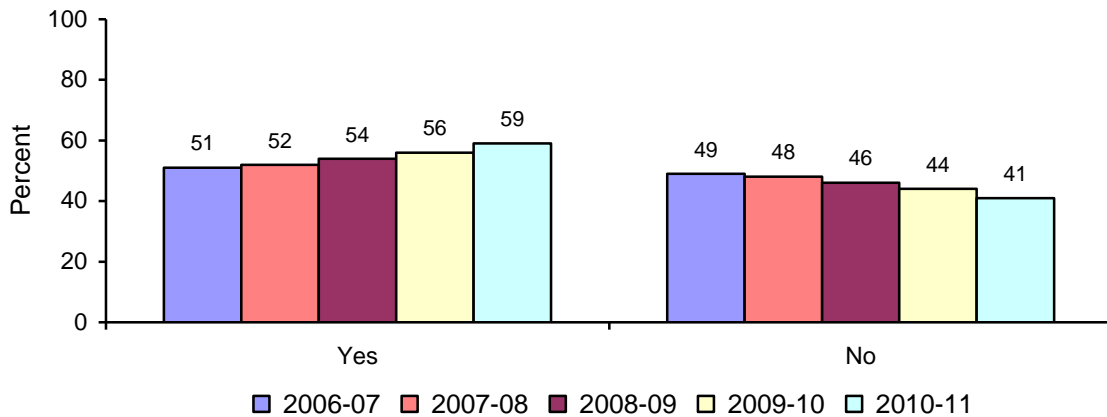
The results to this question have changed a little over the five years from 2006-07 through 2010-11. The results show that a majority of students (59 to 67 percent) think they will “definitely” or “probably” be able to afford to attend a 4-year college or university after high school. While the percent of students who are “not sure” increased from 25 percent in 2006-07 to 34 percent in 2009-10, the percent decreased to 27 percent in 2010-11, almost back to its original level. A consistent and small percent (8 to 10 percent) do not think (“doubt it” or “definitely not”) they will be able to afford to attend a 4-year college or university after high school.

## Their Family

The results from the last five years continue to show that the percent of students who have talked to their parents about the academic requirements for attending college has changed from 51 percent in 2006-07 to 59 percent in 2010-11. The percent of students who have talked to someone at school increased from 44 to 59 percent over the same five-year period.

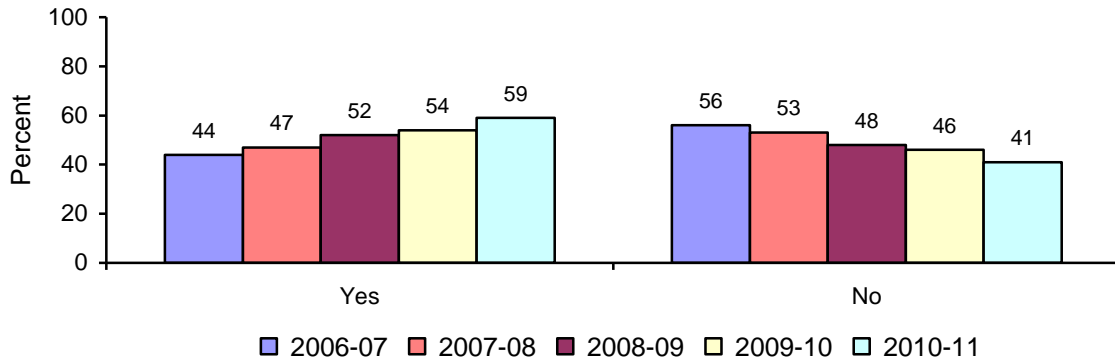
Student survey results show that the percent of students who have talked to their parents about the academic requirements for attending college has changed from 51 percent in 2006-07 to 59 percent in 2010-11. The percent of students who have talked to someone at school increased from 44 to 59 percent over the same five-year period.

**10. During the past year, have you discussed the academic requirements for attending a 4-year college with any adults in your household?** (n=4,676 for 2006-07; n=4,161 for 2007-08; n=4,780 for 2008-09; n=4,190 for 2009-10; n=3,978 for 2010-11)



The results to this question are a little different over the five years from 2006-07 through 2010-11. While just over half of the students have discussed the academic requirements for attending a 4-year college with an adult in their household, the percent has changed from 51 percent in 2006-07 to 59 percent in 2010-11.

**11. During the past year, have you discussed the academic requirements for attending a 4-year college with any adults at your school (like a coach, counselor, GEAR UP person, teacher)?** (n=4,678 for 2006-07; n=4,162 for 2007-08; n=4,780 for 2008-09; n=4,190 for 2009-10; n=3,977 for 2010-11)



The results to this question are different over the five years from 2006-07 through 2010-11. That is, the percent of students who have discussed the academic requirements for attending a 4-year college with an adult at their school has gradually increased from 44 percent in 2006-07 to 59 percent in 2010-11.

### GEAR UP Participation

The survey results show that a very large percent of students continue to be satisfied with GEAR UP services and a large percent of students have changed their plans about attending college because of GEAR UP.

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**12. Are you satisfied with the services you received from the GEAR UP program for each of the following activities?**

2006-07	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	Did Not Attend
Tutoring (n=4,422)	453 (34%)	719 (54%)	102 (8%)	51 (4%)	3,097 (70%)
Counseling (n=4,412)	535 (34%)	837 (54%)	135 (9%)	50 (3%)	2,855 (65%)
College visit (n=4,411)	610 (48%)	502 (40%)	110 (9%)	46 (4%)	3,143 (71%)
Jobsite shadow (n=4,401)	612 (44%)	635 (45%)	111 (8%)	44 (3%)	2,999 (68%)

<b>2007-08</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dis-Satisfied</b>	<b>Very Dis-satisfied</b>	<b>Did Not Attend</b>
Tutoring (n=4,149)	539 (28%)	1,136 (60%)	170 (9%)	55 (3%)	2,249 (54%)
Counseling (n=4,145)	674 (35%)	1,239 (65%)	176 (9%)	48 (3%)	2,008 (48%)
College visit (n=4,144)	922 (49%)	938 (49%)	157 (8%)	58 (3%)	2,069 (50%)
Jobsite shadow (n=4,140)	699 (37%)	1,057 (56%)	159 (8%)	47 (2%)	2,178 (52%)

<b>2008-09</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dis-Satisfied</b>	<b>Very Dis-satisfied</b>	<b>Did Not Attend</b>
Tutoring (n=4,767)	548 (23%)	1,600 (67%)	196 (8%)	47 (2%)	2,376 (50%)
Counseling (n=4,766)	747 (26%)	1,863 (65%)	224 (8%)	51 (2%)	1,881 (39%)
College visit (n=4,678)	892 (38%)	1,128 (48%)	250 (11%)	66 (3%)	2,432 (51%)
Jobsite shadow (n=4,767)	579 (28%)	1,147 (56%)	240 (12%)	66 (3%)	2,735 (57%)

<b>2009-10</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dis-Satisfied</b>	<b>Very Dis-satisfied</b>	<b>Did Not Attend</b>
Tutoring (n=4,181)	436 (21%)	1,444 (69%)	186 (9%)	36 (2%)	2,079 (50%)
Counseling (n=4,178)	680 (26%)	1,723 (66%)	157 (6%)	49 (2%)	1,569 (38%)
College visit (n=4,181)	725 (33%)	1,170 (53%)	230 (10%)	74 (3%)	1,982 (47%)
Jobsite shadow (n=4,179)	370 (22%)	1,031 (61%)	231 (14%)	71 (4%)	2,476 (59%)

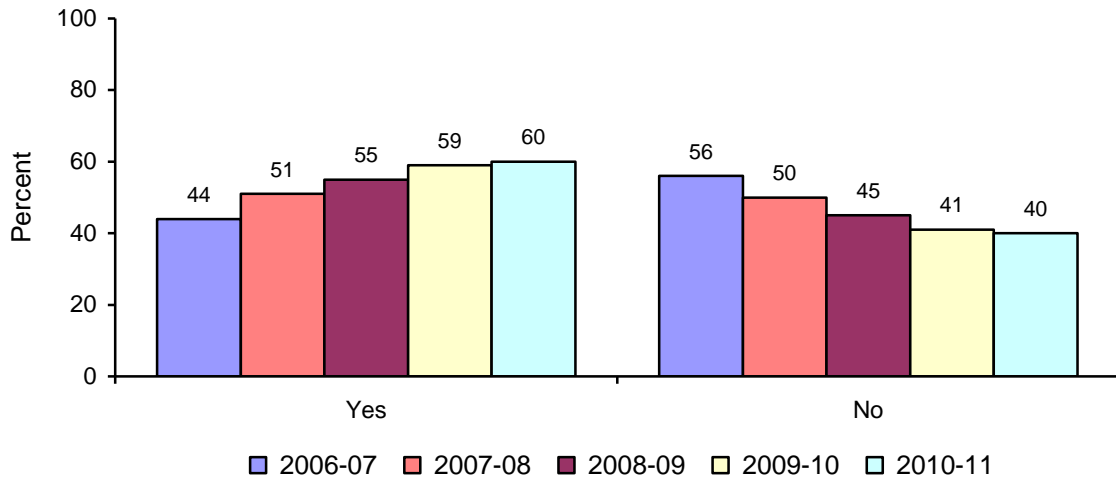


<b>2010-11</b>	<b>Very Satisfied</b>	<b>Satisfied</b>	<b>Dis-Satisfied</b>	<b>Very Dis-satisfied</b>	<b>Did Not Attend</b>
Tutoring (n=3, 971)	424 (20%)	1,512 (70%)	188 (9%)	39 (2%)	1,808 (46%)
Counseling (n=3,975)	857 (31%)	1,707 (62%)	152 (6%)	37 (1%)	1,222 (31%)
College visit (n=3,973)	736 (34%)	1,146 (50%)	286 (13%)	76 (3%)	1,701 (43%)
Jobsite shadow (n=3,972)	380 (23%)	945 (56%)	288 (17%)	72 (4%)	2,287 (58%)

The results to this question are different over the five years from 2006-07 through 2010-11. While a very large percent of students are either “satisfied” or “very satisfied” with the services provided by GEAR UP over the five years, the percent of students within those two categories have changed. For example, 34 percent of students were “very satisfied” with the tutoring services in 2006-07 compared to 20 percent in 2010-11. On the other hand, 54 percent of students were “satisfied” with the tutoring services in 2006-07 compared to 70 percent in 2009-10. The same pattern of responses is evident for each service over the five years. The results suggest that student level of satisfaction with GEAR UP services has decreased slightly over the five years of the program.

The results also show that, in general, a smaller percent of students “did not attend” the services from 2006-07 through 2010-11. For example, 65 percent of students “did not attend” counseling in 2006-07 compared to 31 percent in 2010-11. In other words, more students are attending GEAR UP services.

**13. Has your participation in GEAR UP changed your plans about attending college?**  
*(n=4,424 for 2006-07; n=4,154 for 2007-08; n=4,772 for 2008-09; n=4,185 for 2009-10; n=3,972 for 2010-11)*



The results to this question have changed over the five years from 2006-07 through 2010-11. The results show that a larger percent of students believe that their participation in GEAR UP has changed their plans about attending college, increasing from 44 percent in 2006-07 to 60 percent in 2010-11. Based on other data in the survey, the results suggest that more students now plan to attend college because of GEAR UP.

## SECTION 2. Matched Group

This section presents the results from the Student Survey for 2,794 students<sup>10</sup> who completed a survey in both 2006-07 and 2010-11. The results from this analysis provide a much better indicator of whether there was a change in student perception from 2006-07 to 2010-11 since the responses are from the same students. Any changes in the perceptions of these students from 2006-07 and in 2010-11 are most likely due to one of two reasons. First, the change could be due to differences in the typical experiences for students from seventh to eleventh grade. For example, it is reasonable to assume that eleventh grade students talk about (or are talked to about) high school graduation requirements more than seventh grade students. A second possible reason for a change is because of GEAR UP and its increased emphasis on student academic success in high school, preparation for college, and enrollment into college.

The evaluation report presents the results from all of the 2,795 students who responded to each item in both 2006-07 and in 2010-11. Because some students did not complete all the items on the survey, the total numbers of students reported for each item will vary. The results from the Student Survey are divided into four general areas: student perceptions about school and school work, plans for the future, knowledge about college, and GEAR UP participation.

### School and School Work

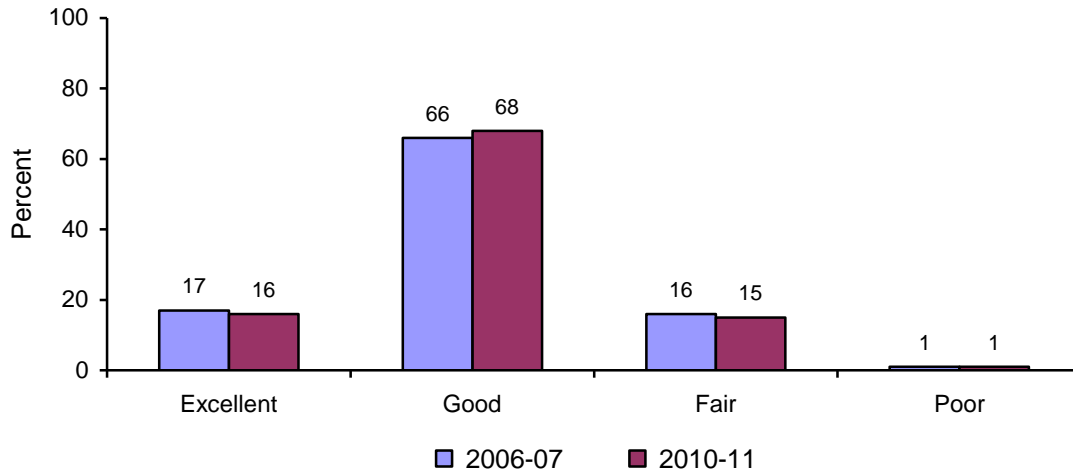
Overall, the survey results suggest that the majority of GEAR UP students continue to believe that they are “good” to “excellent” students and spend about one to three hours, or less, on homework per week.

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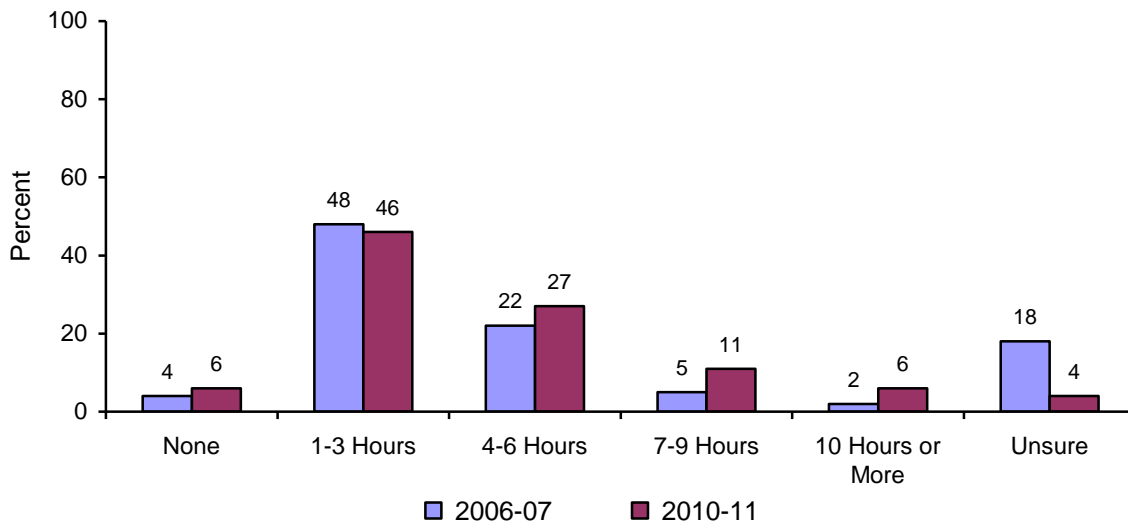
<sup>10</sup> This represents about two-thirds of the student GEAR UP population each year.

**1. What type of student do you consider yourself? (n=2,793 for 2006-07 / 2010-11)**



The results to this question are similar for 2006-07 and 2010-11. The majority of students (83 percent and 84 percent) believe they are either “good” or “excellent” students, with most believing they are “good” students (66 to 68 percent).

**2. About how many hours do you spend on homework each week? (n=2,791 for 2006-07 / 2010-11)**



The results to this question are similar for 2006-07 and 2010-11: the largest percent of students (48 percent and 46 percent) spent “1 to 3 hours” on homework each week. However, some students spent more time on homework in 2010-11 than in 2006-07. That is, a greater percentage of students spent “4 to 6 hours,” “7 to 9 hours,” and “10 hours or

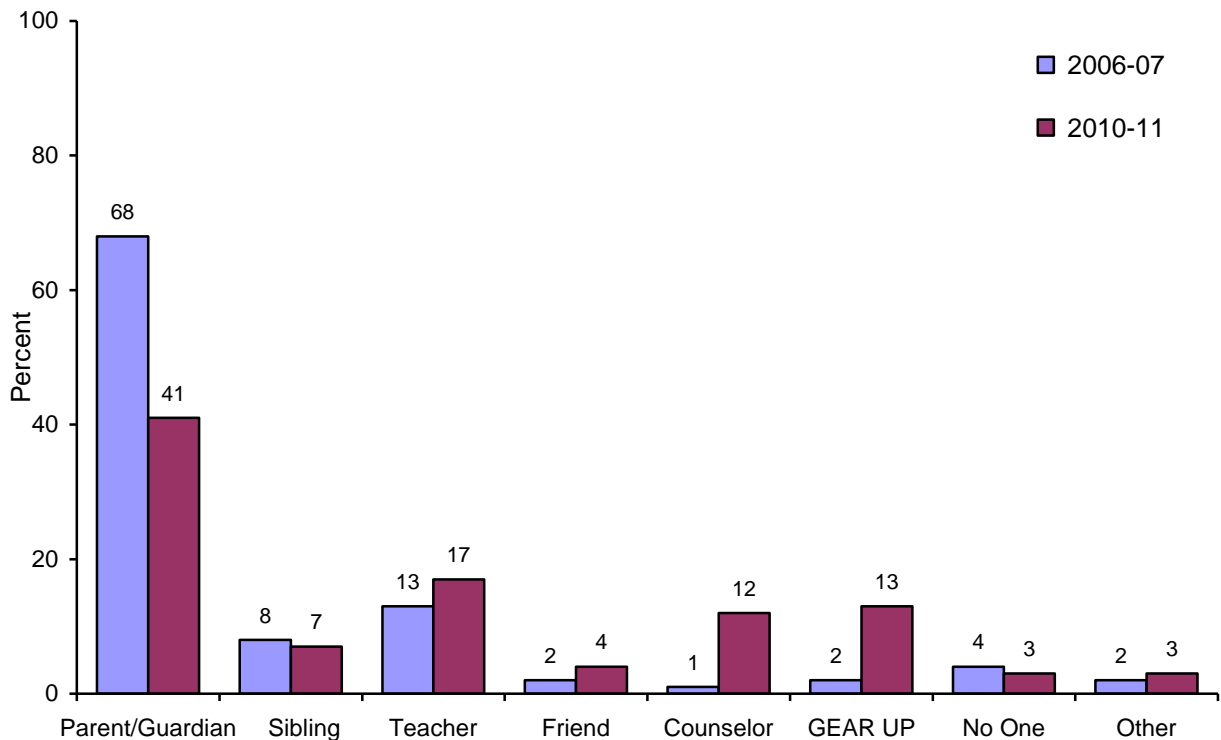
more” on homework each week in 2010-11 than in 2006-07, suggesting that some students are working harder at schoolwork.

## Plans for the Future

Overall, the results show that the largest percent of students still obtain most of their information about continuing their education after high school from their parents, but that students are starting to receive more information from school counselors and GEAR UP staff. Most students continue to think they will obtain a Bachelor’s Degree, even though it appears that there has been a decrease in the percent of students who believe that they will continue their education after high school, primarily due to finances.

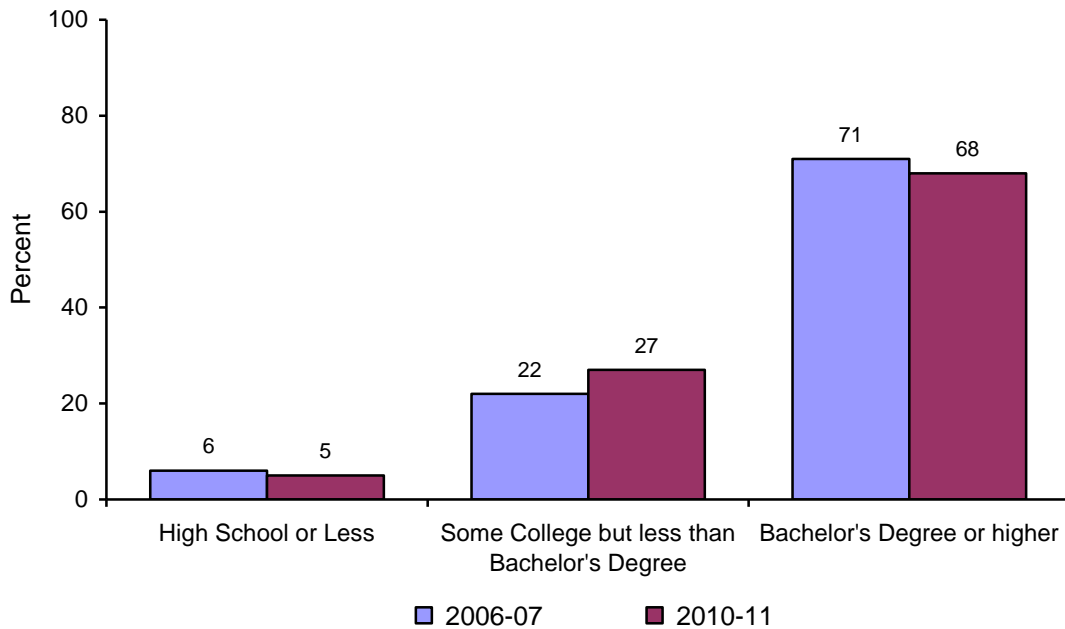
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### 3. *From whom do you get most of your information about continuing your education after high school? (n=2,793 for 2006-07 / 2010-11)*



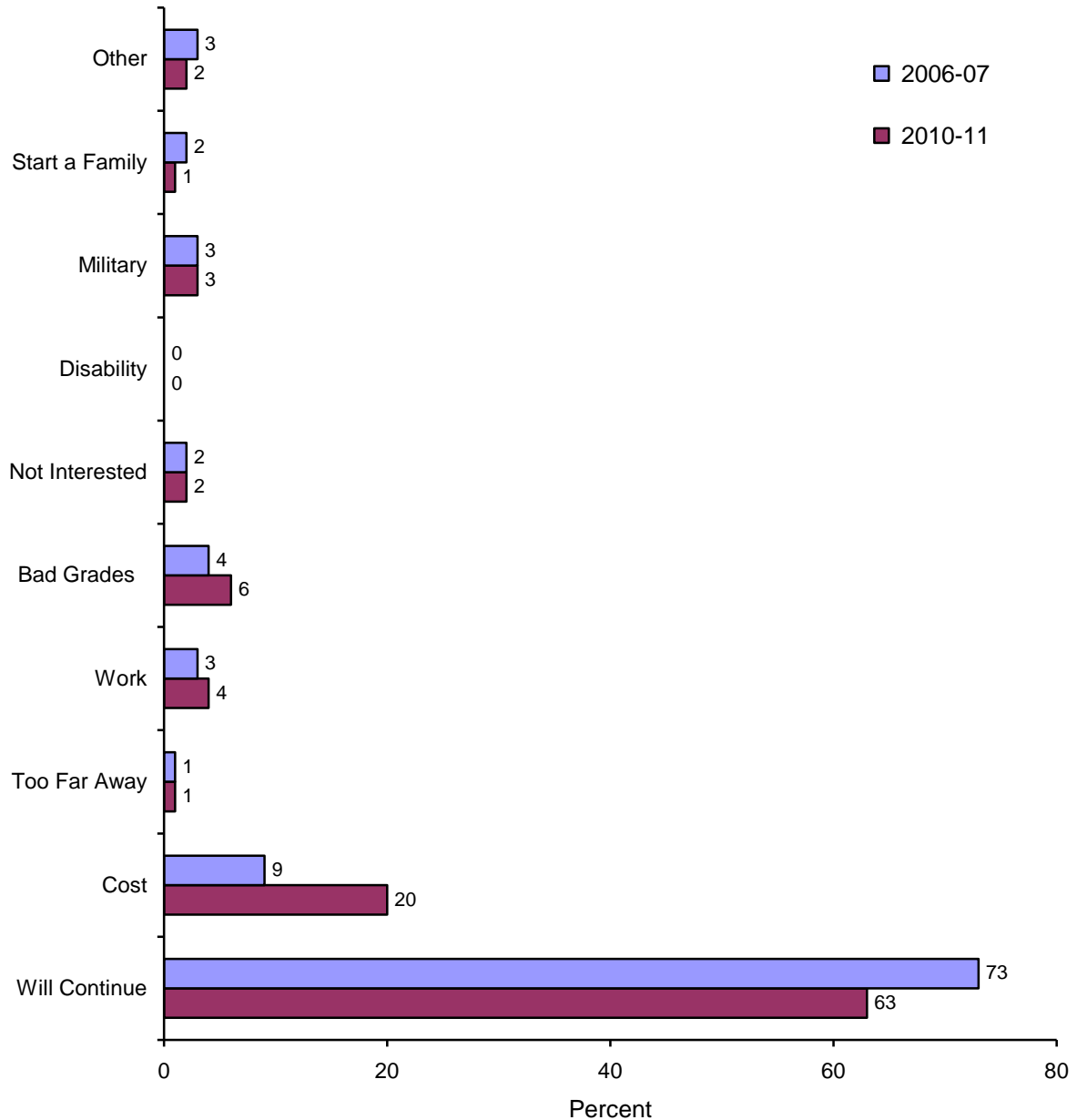
The results to this question changed from 2006-07 to 2010. The largest percent of students still obtain most of their information about continuing their education after high school from their parents, but the percentage decreased from 68 percent in 2006-07 to 41 percent in 2010-11. On the other hand, the percent of students who obtained most of their information about continuing their education after high school from “counselors” and “GEAR UP” staff increased from three percent in 2006-07 to 25 percent in 2010-11. While it is difficult to assign this change to GEAR UP entirely since there is probably more discussion about continuing their education after high school in eleventh grade than in seventh grade in any school, the GEAR UP program contributed to this change.

**4. What is the highest level of education that you expect to obtain? (n=2,789 for 2006-07 / 2010-11)**



The results to this question are similar from 2006-07 to 2010-11. The largest percent of students continue to believe that they will obtain a Bachelor’s Degree or higher (71 and 68 percent). The only possible difference is that a smaller percent of students believe that they will obtain a Bachelor’s Degree or higher and a slightly larger percent believe that they will obtain some college, but less than a Bachelor’s Degree.

**5. If you do not plan to continue your education after high school, what is the main reason? (n=2,764 for 2006-07 / 2010-11)**



The results to this question changed from 2006-07 and 2010-11. A smaller percent of students reported that they “will continue” their education after high school from 2006-07 (73 percent) to 2010-11 (63 percent). The primary reason for the decrease in the percent of students who would not continue their education after high school appears to be cost, increasing from nine in 2006-07 to 20 percent in 2009-10.

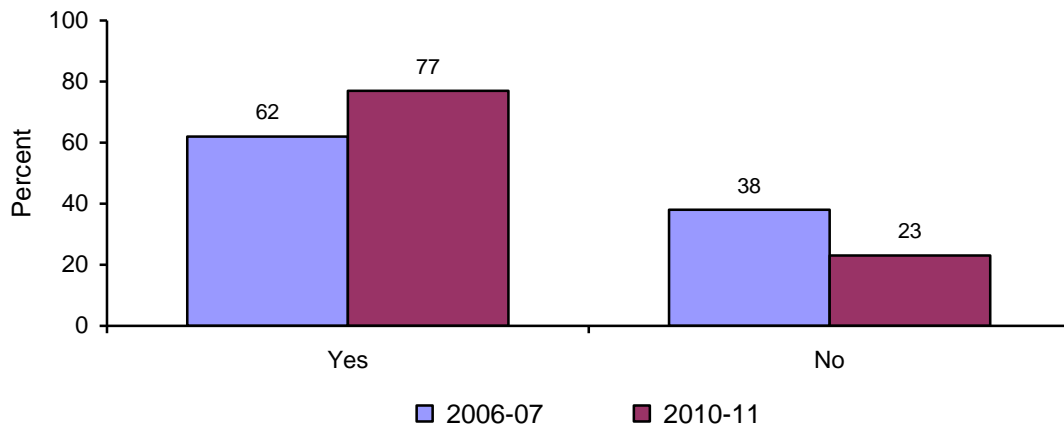
## Knowledge About College

Overall, the results show that an increasing percent of students learned about college entrance requirements and college finances from school staff from 2006-07 to 2010-11. The results suggest that while part of the changes are due to differences in the normal school experiences between seventh and eleventh grade students, GEAR UP may have contributed to part of this difference.

The results also show that most students continue to believe that getting an education after high school is important to their future. However, while most students continue to believe that they can afford to attend a four-year college, the percentage decreased from 70 percent in 2006-07 to 63 percent in 2010-11.

Student survey results suggest that more students learned about college entrance requirements and college finances from school staff from 2006-07 to 2010-11. The results also show that most students continue to believe that getting an education after high school is important to their future. However, while most students continue to believe that they can afford to attend a four-year college, the percentage decreased from 70 percent in 2006-07 to 63 percent in 2010-11.

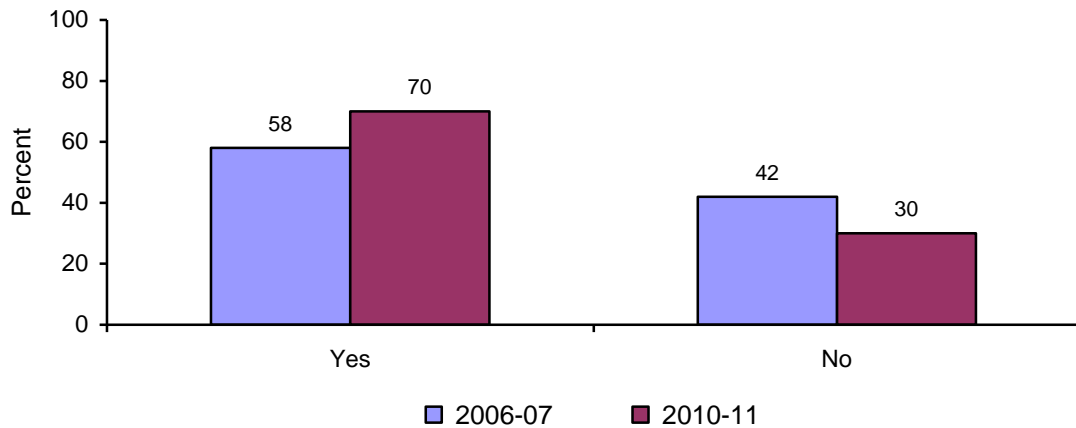
**6. *Has anyone from your school or GEAR UP ever spoken to you about college entrance requirements or the courses that you need to take in high school in order to prepare for college? (n=2,776 for 2006-07 / 2010-11)***



The results to this question changed from 2006-07 to 2010-11. The percent of students who reported that someone from their school talked to them about college entrance requirements increased from 62 percent in 2006-07 to 77 percent in 2010-11. It is reasonable to suggest that GEAR UP contributed to part of this change.

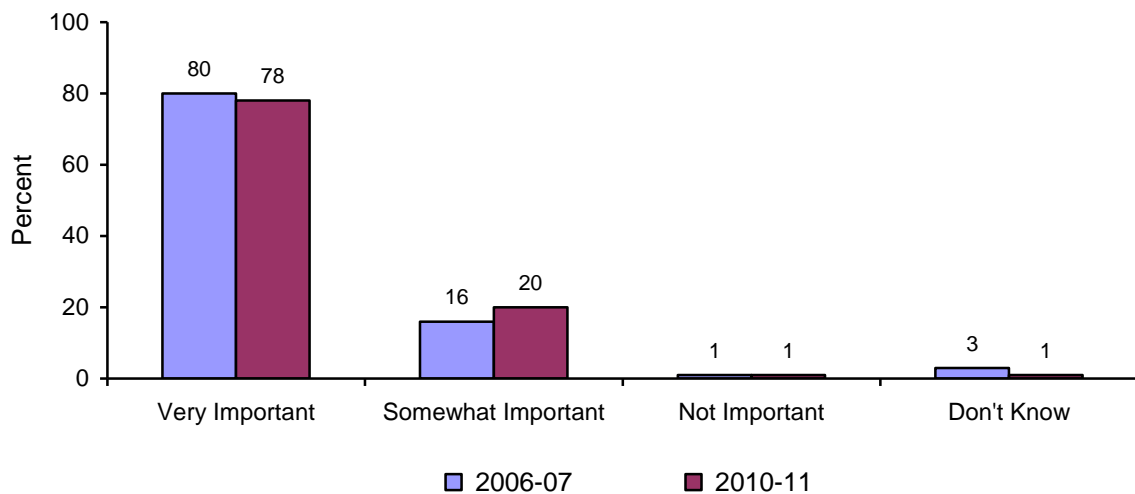


**7. Has anyone from your school or GEAR UP ever spoken to you about the availability of financial aid to help you pay for college? (n=2,783 for 2006-07 / 2010-11)**



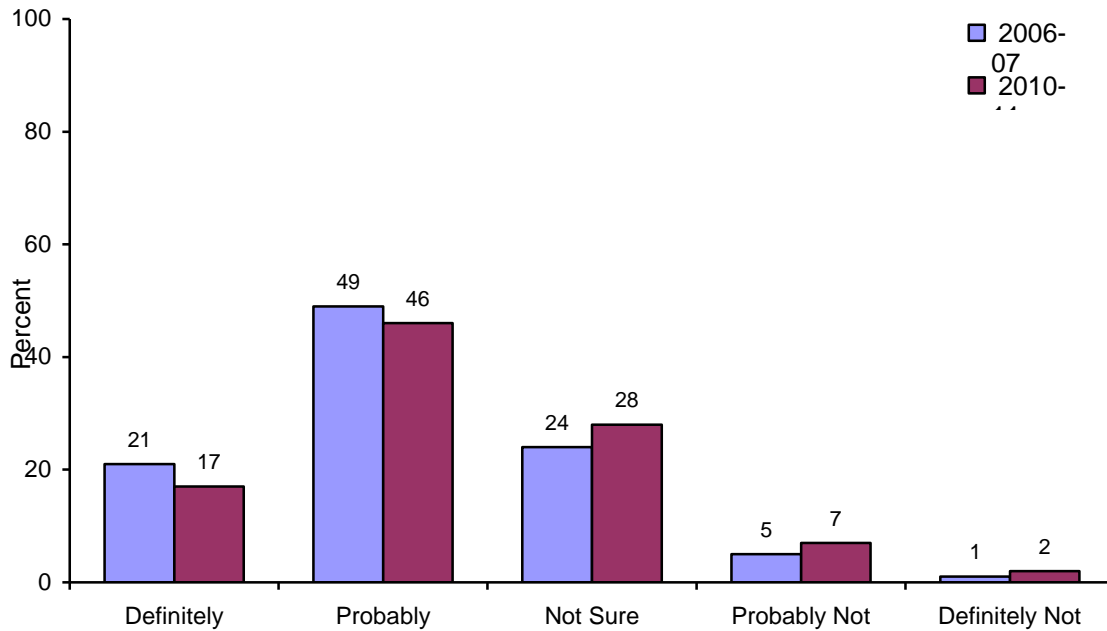
The results to this question are consistent with the results from the previous question on college entrance requirements. The percent of students who have talked with somebody at school about college financial assistance increased from 58 percent in 2006-07 to 70 percent in 2010-11. Again, it is reasonable to suggest that GEAR UP may have contributed to part of this change.

**8. How important to your future is getting an education beyond high school? (n=2,772 for 2006-07 / 2010-11)**



The results to this question are similar for 2006-07 and 2010-11. Almost all students continue to believe that it is “very important” to “somewhat important” in obtaining education beyond high school, with most students believing it is “very important.”

**9. Do you think you can afford to attend a 4-year college using financial aid, scholarships, and your family's resources? (n=2,784 for 2006-07 / 2010-11)**



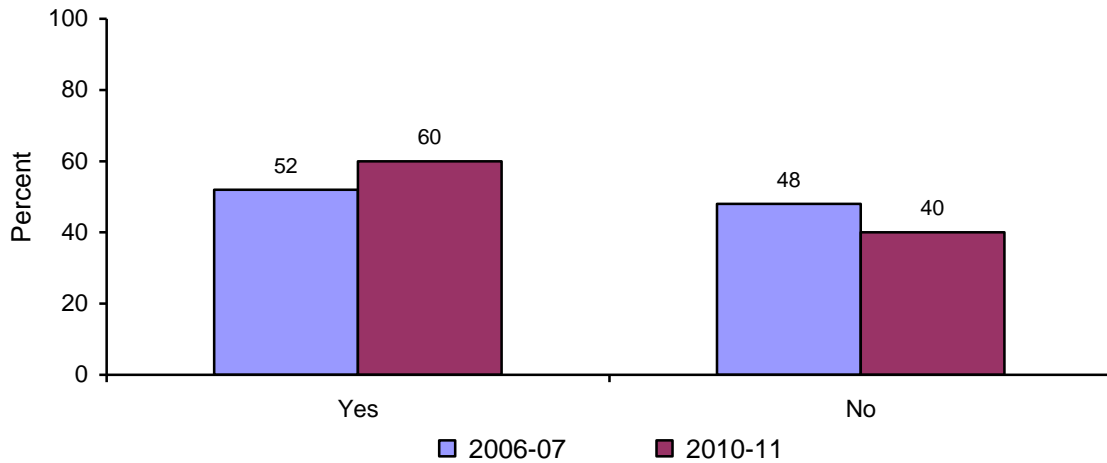
The results to this question from 2006-07 to 2010-11 are similar to a previous question about the cost of college. That is, students are slightly less sure that they can afford to attend a four-year college. The results show a decrease in the percent of students who think they will “definitely” or “probably” be able to afford to attend a four-year college or university, from 70 percent in 2006-07 to 63 percent in 2010-11. In addition, the results show a slight increase in the percent of students (from 24 percent to 28 percent) who are “not sure.” Only a small percent of students do not think (“probably not” or “definitely not”) they can afford to attend a four-year college or university after high school.

## Their Family

The results show that a larger percent of students had talked to their parents about the academic requirements for attending college in 2010-11 (60 percent) than in 2006-07 (52 percent). In addition, a larger percent of students spoke to someone at school about the academic requirements for attending college in 2010-11 (56 percent) than in 2006-07 (44 percent).

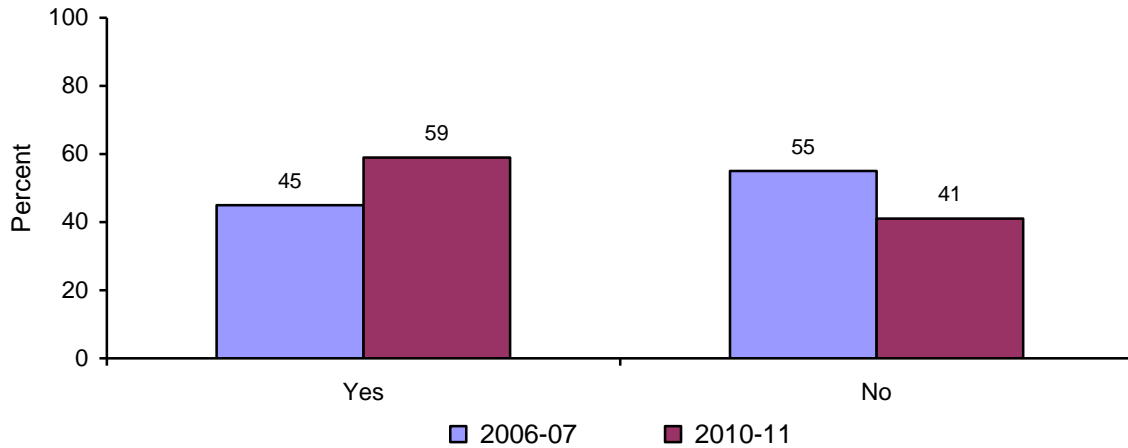
Student survey results show that a larger percent of students had talked to their parents as well as someone at school about the academic requirements for attending college in 2010-11 than in 2006-07.

**10. During the past year, have you discussed the academic requirements for attending a 4-year college with any adults in your household? (n=2,779 for 2006-07 / 2010-11)**



The results to this question are slightly different for 2006-07 and 2010-11. The percent of students who have discussed the academic requirements for attending a 4-year college with an adult in their household increased from 52 percent in 2006-07 to 60 percent in 2010-11. It is difficult to know if the change is due to GEAR UP or to differences between the interaction between parents and seventh grade children versus parents and eleventh grade children.

**11. During the past year, have you discussed the academic requirements for attending a 4-year college with any adults at your school (like a coach, counselor, GEAR UP person, teacher)? (n=2,777 for 2006-07 / 2010-11)**



The results to this question changed from 2006-07 to 2010-11. The percent of students who have discussed the academic requirements for attending a 4-year college with an adult at school increased from 45 percent in 2006-07 to 59 percent in 2010-11. It is reasonable to suggest that GEAR UP contributed to part of this change.

### GEAR UP Participation

The survey results show that a very large percent of students continue to be “satisfied” to “very satisfied” with GEAR UP services, but there is a consistent change within those two categories from 2006-07 to 2010-11. That is, a smaller percent of students are “very satisfied” and a larger percent of students are “satisfied” with GEAR UP services. The results also show an increase in the percent of students who have changed their plans about attending college from 2006-07 to 2010-11 because of GEAR UP. More students now plan to attend college because of GEAR UP.

Student survey results show that a very large percent of students continue to be “satisfied” to “very satisfied” with GEAR UP services, but there is a consistent change within those two categories from 2006-07 to 2010-11. That is, a smaller percent of students are “very satisfied” and a larger percent of students are “satisfied” with GEAR UP services. The results also show an increase in the percent of students who have changed their plans about attending college from 2006-07 to 2010-11 because of GEAR UP. More students now plan to attend college because of GEAR UP.

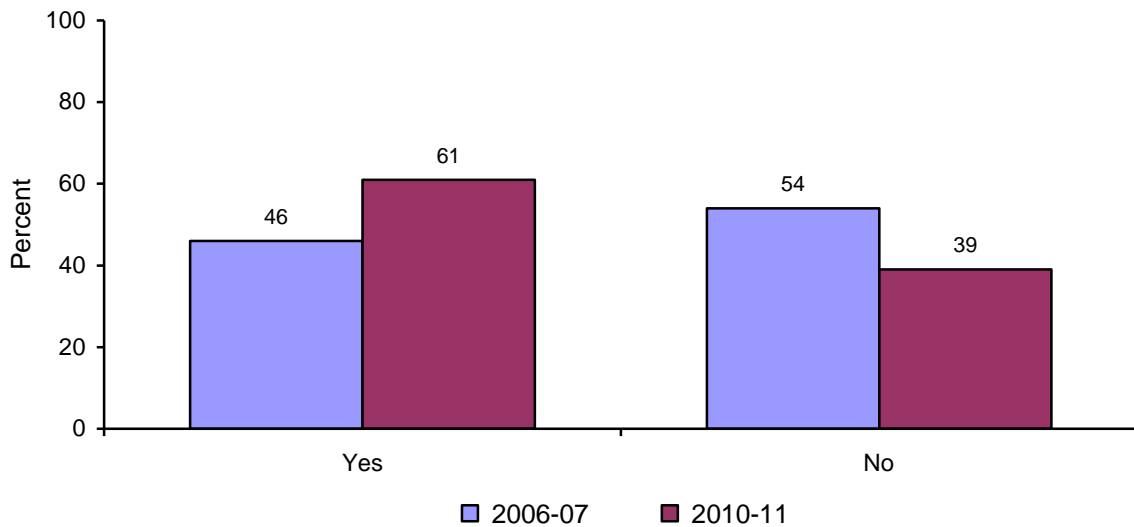
**12. Are you satisfied with the services you received from the GEAR UP program for each of the following activities?**

The results to this question are different in 2006-07 and 2010-11. For example, the percent of students who were “very satisfied” or “satisfied” with the counseling services provided by GEAR UP remained almost the same from 2006-07 to 2010-11 (91 percent and 89 percent). However, there is a consistent change within the two categories. That is, a smaller percent of students are “very satisfied” and a larger percent of students are “satisfied.” That pattern is consistent across the four services. The results suggest that students may not be as satisfied with GEAR UP services as they have been previously.

Service (N)	Year	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	Did Not Attend
Tutoring (n=2,615)	2006-07	272 (35%)	437 (56%)	42 (5%)	30 (4%)	1,834 (70%)
	2010-11	276 (19%)	1,008 (70%)	131 (9%)	33 (2%)	1,167 (45%)
Counseling (n=2,610)	2006-07	293 (33%)	502 (56%)	70 (8%)	24 (3%)	1,721 (66%)
	2010-11	567 (31%)	1,138 (62%)	106 (6%)	27 (1%)	772 (29%)
College visit (n=2,607)	2006-07	348 (47%)	308 (42%)	61 (8%)	23 (3%)	1,867 (71%)
	2010-11	529 (34%)	759 (49%)	215 (14%)	52 (3%)	1,052 (40%)
Jobsite shadow (n=2,604)	2006-07	350 (43%)	384 (47%)	59 (7%)	20 (2%)	1,791 (71%)
	2010-11	237 (21%)	653 (57%)	209 (18%)	53 (5%)	1,452 (56%)

The results also show that the percent of students who “did not attend” the services decreased substantially. For example, 70 percent of students did not attend counseling in 2006-07 compared to 45 percent in 2010-11. In other words, more students are attending GEAR UP services than previously.

**13. Has your participation in GEAR UP changed your plans about attending college?**  
**(n=2614 for 2006-07 / 2010-11)**



The results to this question changed from 2006-07 to 2010-11. The results show an increase in the percent of students who believe that their participation in GEAR UP has changed their plans about attending college, from 46 percent in 2006-07 to 61 percent in 2010-11. Based on the results from other survey items, the results for this item suggest that more students plan to attend college because of GEAR UP.

## Chapter VI. GEAR UP Parent Survey Results

This chapter presents the results from a Parent Survey administered annually. A copy of the Parent Survey is in Appendix C. In 2006-07, the Nevada GEAR UP Evaluation Team administered the survey to a random sample of 500 parents of GEAR UP students and received completed surveys from 446 parents or 89 percent of parents surveyed.<sup>11</sup> In 2007-08, because of a change in rules from the U.S. Department of Education regarding the administration of parent surveys, schools administered the survey to the parents of all 4,800 students. Schools received completed surveys from the parents of 3,101 students, or 65 percent. In 2008-09, schools received completed surveys from the parents of 3,558 of the 5,131 program students, or 69 percent. In 2009-10, schools received surveys from the parents of 3,144 of the 4,729 program students, or 66 percent. In 2010-11, schools received surveys from the parents of 2,907 of the 4,172 program students, or 70 percent.

This chapter presents the results for parents who completed the surveys from 2006-07 to 2010-11, called *whole group* survey results.<sup>12</sup> Because many parents who completed a survey each year are different, any differences in results over the five years should not necessarily be interpreted as a change in parent perceptions. It is also possible that any differences in results represent differences in the experiences among parents of seventh, eighth, ninth, tenth, and eleventh grade students. For example, it is reasonable to assume that parents of eleventh grade students talk about (or are talked to about) high school graduation requirements more than parents of seventh grade students.<sup>13</sup>

The evaluation divides the results from the Parent Survey into four general areas: parent perceptions about their child and their child's school work, plans for their child's future, knowledge about college, and GEAR UP participation.

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<sup>11</sup> The U.S. Department of Education (USDE) gave projects a choice in 2006-07 of administering the survey to all parents or to a random sample of parents. Because of the difficulty in obtaining a high return rate on parent surveys, Nevada GEAR UP elected to administer the survey to a random sample of parents. Beginning in 2007-08, USDE directed all GEAR UP Projects to administer surveys to all parents and obtain a 50 percent return rate.

<sup>12</sup> Not all parents answered all the questions on the survey. The number of parents that completed an item each year is noted in the graph for each item.

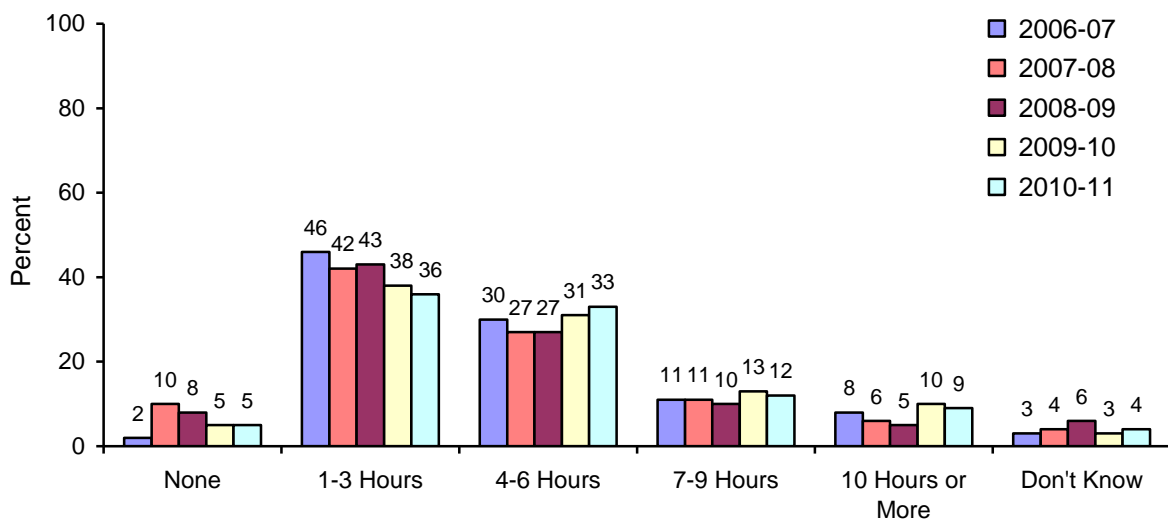
<sup>13</sup> Unlike the student survey results, the evaluation report does not present matched survey data because the parent survey was administered to only a small, random sample of parents in 2006-07 as a pre-survey.

## Your Child and School Work

In general, the parents of the GEAR UP student cohort view their children as “good” or “excellent” students. The parent survey results confirm the student survey results that the largest percent of students spend about “one to three hours” on homework each week – although almost an equal percent of parents believe that their child spent “four to six” hours. The results suggest that students may be spending a little more time on their homework as they advance in their school career. The large majority of parents in 2010-11 have not talked to their child’s counselor about high school graduation requirements, but more than in previous years. Most parents continue to believe that they do not have enough information about college preparation at this stage of their child’s school career, but less than in previous years.

Parent survey results show that most parents view their children as “good” or “excellent” students, and report that their children spend from “one to three” to “four to six” hours on homework each week. The results suggest that parents believe that their children are spending a little more time on their homework as they advance in their school career. The large majority of parents in 2010-11 have not talked to their child’s counselor about high school graduation requirements. Parents continue to report that that they do not have enough information about college preparation.

**1. About how many hours does your child spend on homework each week? (n=441 for 2006-07; n=2,803 for 2007-08; n=3,557 for 2008-09; n=3,139 for 2009-10; n=2,907 for 2010-11)**

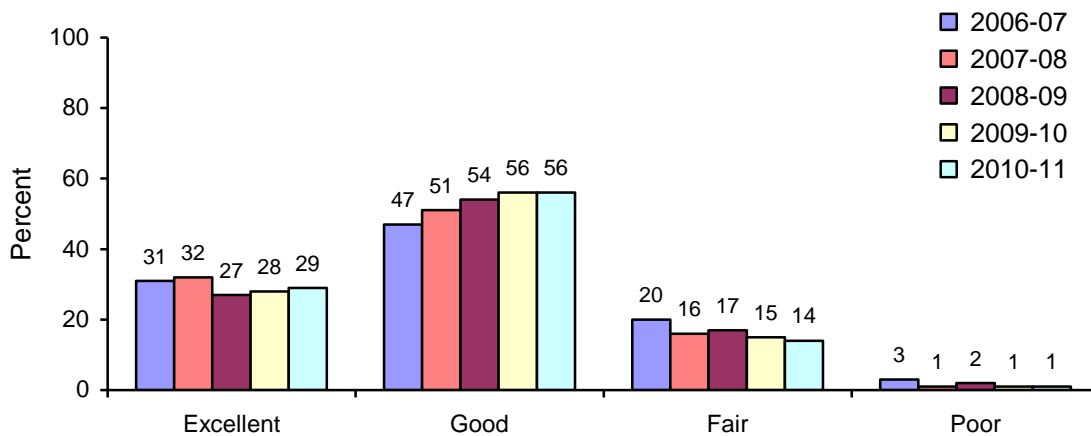


The results to this question are slightly different from 2006-07 through 2010-11. The results are also similar to the results of the same question asked of students. The largest



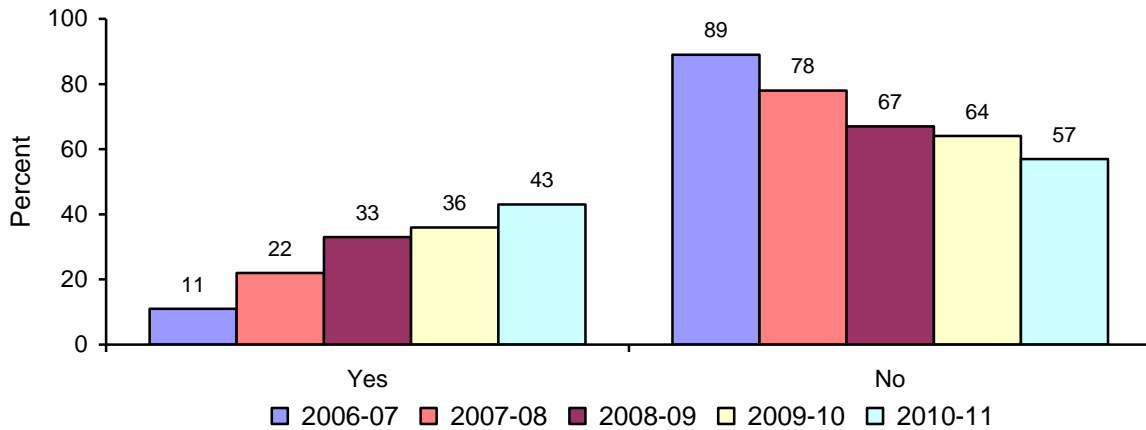
percent of parents (36 percent), like students, believe their child spends between “1 to 3 hours” on homework each week, followed closely by parents who believe that their child spends “4 to 6 hours” per week (33 percent). The results from 2006-07 to 2010-11, however, do suggest that parents believe that their child is spending a little more time on their homework as they advance in their school career, as evidenced by a decrease in the percent of parents who believe that their child is spending “None” or “1 to 3 hours” on homework, coupled with an increase in the percent of parents who believe that their child is spending more than “1 to 3 hours” on homework.

**2. What type of student do you consider your child? (n=443 for 2006-07; n=2,806 for 2007-08; n=3,556 for 2008-09; n=3,144 for 2009-10; n=2,907 for 2010-11)**



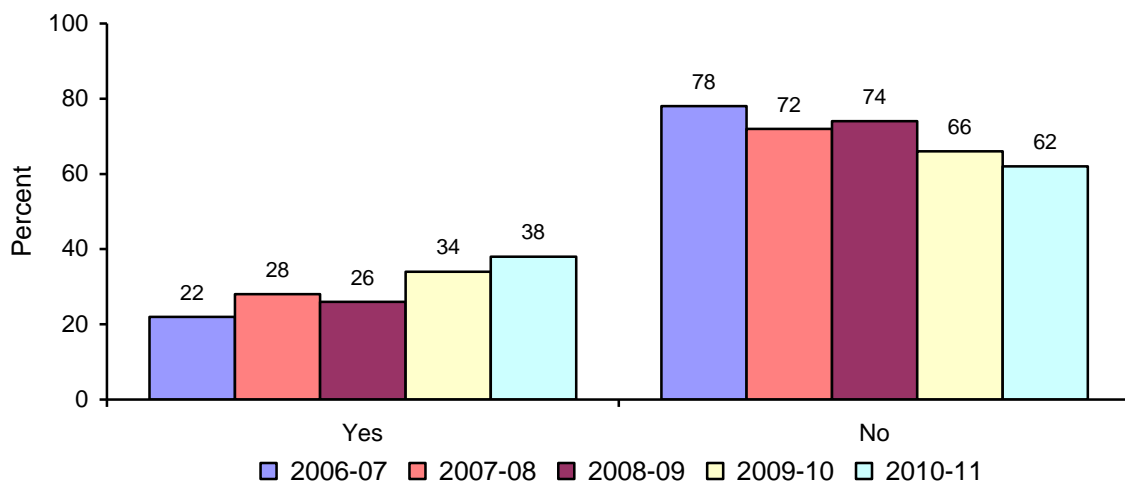
The results to this question from parents have changed a little from 2006-07 through 2009-10. While most parents (78 percent to 85 percent over the five years) consider their children to be a “good” or “excellent” student, an increasingly larger percent of parents see their children as “good” students rather than “excellent”, “fair”, or “poor” students.

**3. Have you talked with your child's school counselor about high school graduation requirements? (n=443 for 2006-07; n=2,804 for 2007-08; n=3,555 for 2008-09; n=3,143 for 2009-10; n=2,906 for 2010-11)**



The results to this question from parents are different over the five years from 2006-07 to 2010-11. While the majority of parents continue to report that they have not talked to their child's counselor about high school graduation requirements, the percent changed from 11 percent in 2006-07 to 43 percent in 2010-11.

**4. Do you feel you have enough information about college preparation? (n=440 for 2006-07; n=2,797 for 2007-08; n=3,555 for 2008-09; n=3,139 for 2009-10; n=2,904 for 2010-11)**



The results to this question from parents have changed over the five years from 2006-07

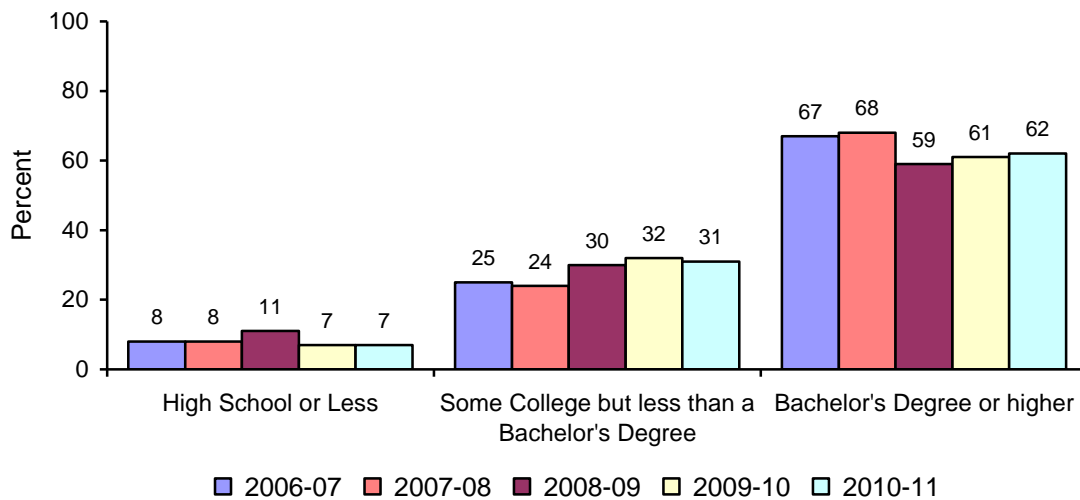
to 2010-11. While most parents do not think they have sufficient information about college, the percent has decreased over the five years from 78 percent to 62 percent.

## Your Child's Future Plans

The results show that over half of parents think their child will continue their education after high school and obtain a Bachelor's Degree or higher, even though the percent decreased from 67 percent in 2006-07 to 62 percent in 2010-11. The primary reason why parents think their child would not continue their education after high school is the cost of college, changing from 18 percent in 2006-07 to 22 percent in 2010-11.

Parent survey results show that most parents think their children will obtain a college degree, even though the percent decreased from 67 percent in 2006-07 to 62 percent in 2010-11. The primary reason why parents think their children would not continue their education after high school is the cost of college, changing from 18 percent in 2006-07 to 22 percent in 2010-11.

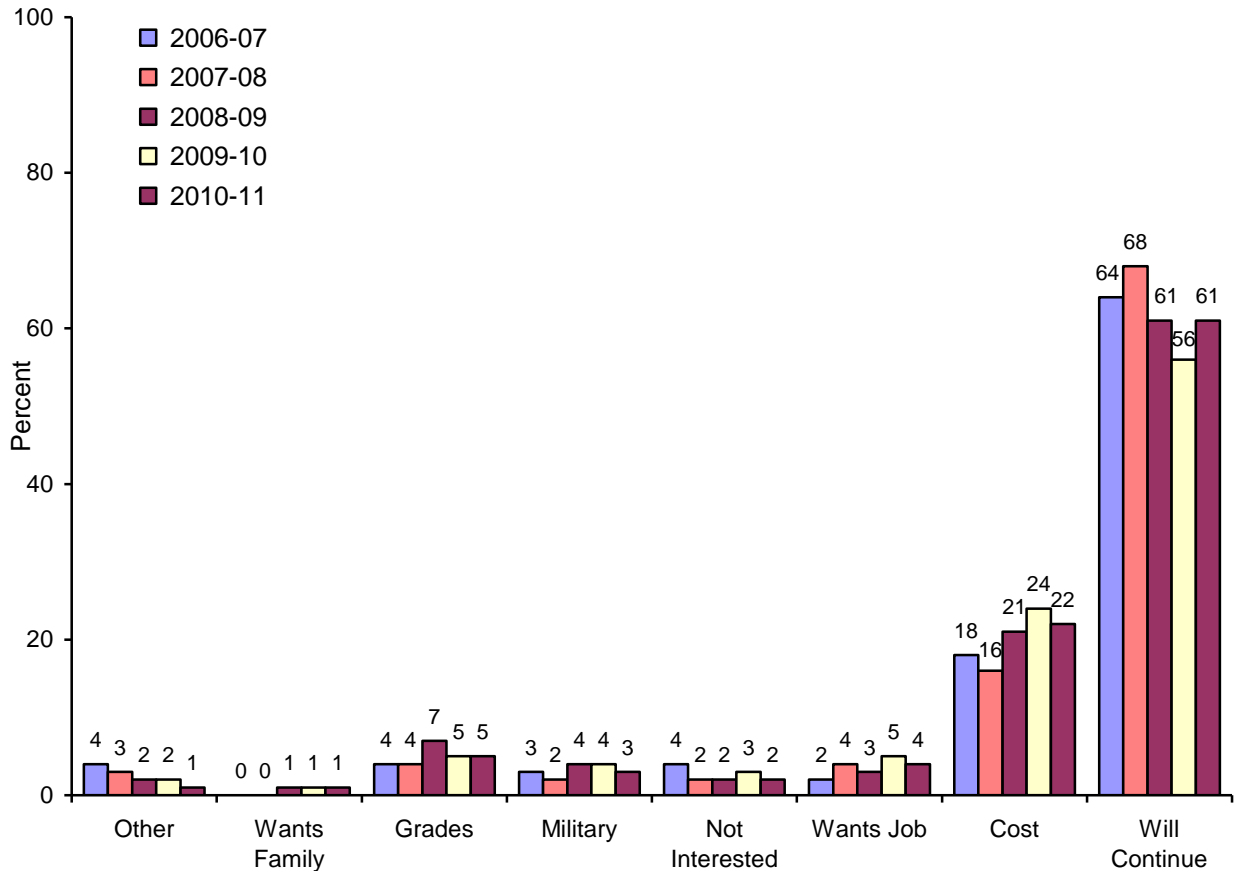
5. *What is the highest level of education that you think your child will achieve? (n=433 for 2006-07; n=2,790 for 2007-08; n=3,551 for 2008-09; n=3,139 for 2009-10; n=2,907 for 2010-11)*



The results to this question from parents have changed a little from 2006-07 to 2010-11. While most parents continue to believe that their children will attain at least a Bachelor's degree or higher, the percent decreased from 67 percent in 2006-07 to 62 percent in 2010-11. On the other hand, a greater percent of parents think their child will attend some col-

lege but less than a Bachelor's Degree, from 25 percent in 2006-07 to 31 percent in 2010-11. The results suggest a small change in the thinking of parents regarding the level of education that their child will attain.

**6. If your child does not plan to continue his/her education after high school, what is the main reason? (n=428 for 2006-07; n=2,725 for 2007-08; n=3,506 for 2008-09; n=3,073 for 2009-10; n=2,880 for 2010-11)**



The results to this question from parents vary a little over the five years from 2006-07 through 2010-11. The results show that, consistent with the results from an earlier question, most parents (56 to 68 percent) think their child plans to continue their education after high school. However, the percentage of parents who think that their child will continue their education is lower over the last three years from 68 percent in 2007-08. One possible explanation why fewer parents think their child will continue their education after high school is due to the cost of education. That is, the main reason why parents think their child will not continue their education after high school is cost, which increased from 16 percent in 2007-08 to 22 percent in 2010-11.

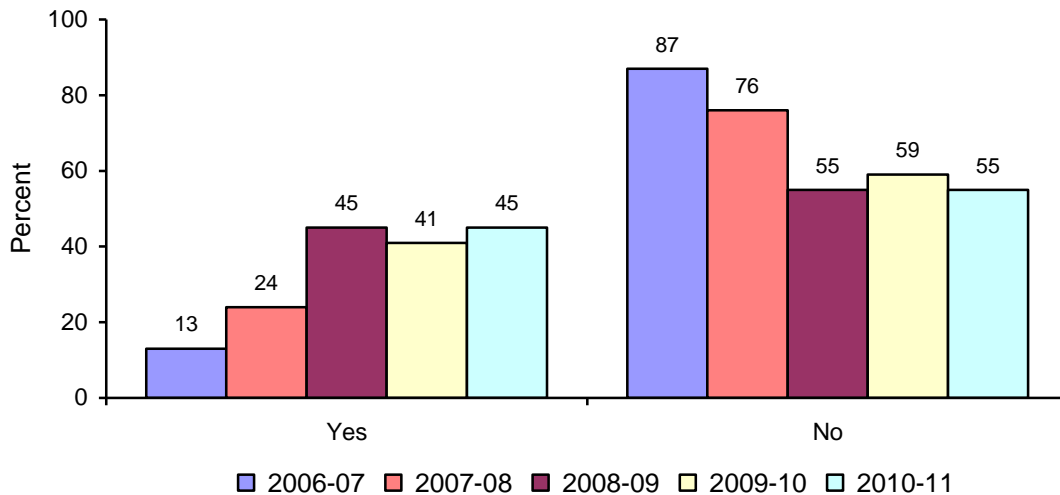
## Knowledge About College

Parent survey results show that while more parents report that school staff have spoken to them about college entrance requirements and about the availability of college financial aid when their children entered high school than previously, over half of the parents still report no one has talked to them. Most parents have not visited college campuses with their child, but most parents have talked to their child about attending college.

The results also show, overall, that most parents think their child will be able to afford to attend college.

Parent survey results show that while more parents report that school staff have spoken to them about college entrance requirements and about the availability of college financial aid when their children entered high school, over half of the parents still report no one has talked to them. Most parents have not visited college campuses with their child, but most parents have talked to their child about attending college. The results also show, overall, that most parents think their child will be able to afford to attend college.

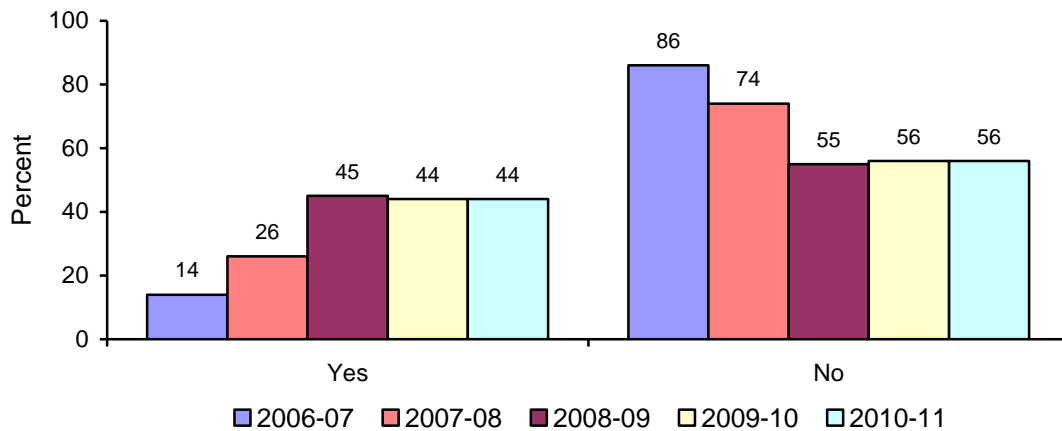
7. *Has anyone from your child's school or GEAR UP ever spoken with you about college entrance requirements or the courses that your child will need to take in high school in order to prepare for college? (n=443 for 2006-07; n=2,799 for 2007-08; n=3,557 for 2008-09; n=3,142 for 2009-10; n=2,904 for 2010-11)*



The results to this question from parents are different over the five years, 2006-07 through 2010-11. The majority of parents continue to report that no one at their child's school or GEAR UP has spoken with them about college entrance requirements or the courses their child will need in high school to prepare for college. However, the percent

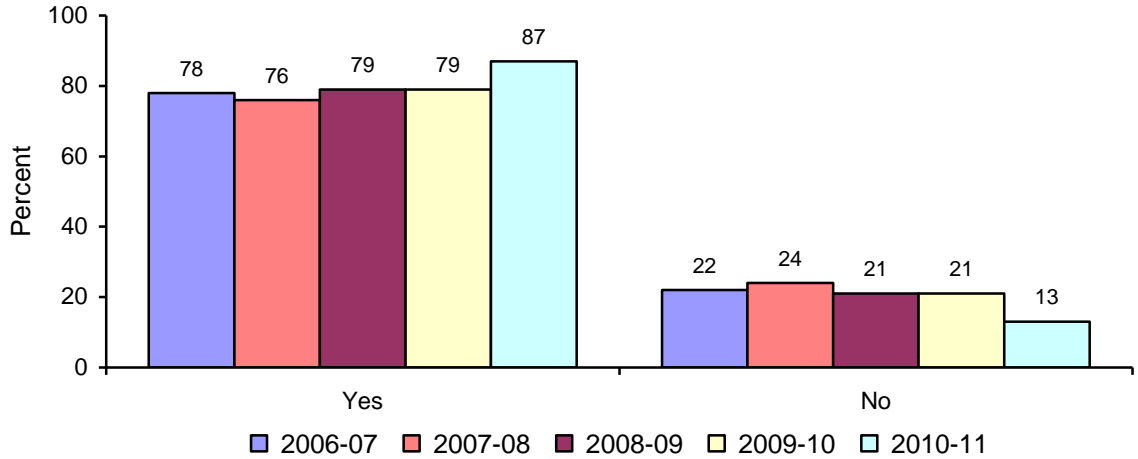
of parents who reported that someone did speak with them changed from middle school in 2006-07 and 2007-08 to when the students were in high school from 2008-09 to 2010-11. The percentage, however, has remained similar for the last three years.

8. *Has anyone from your child's school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college? (n=437 for 2006-07; n=2,798 for 2007-08; n=3,558 for 2008-09; n=3,142 for 2009-10; n=2,903 for 2010-11)*



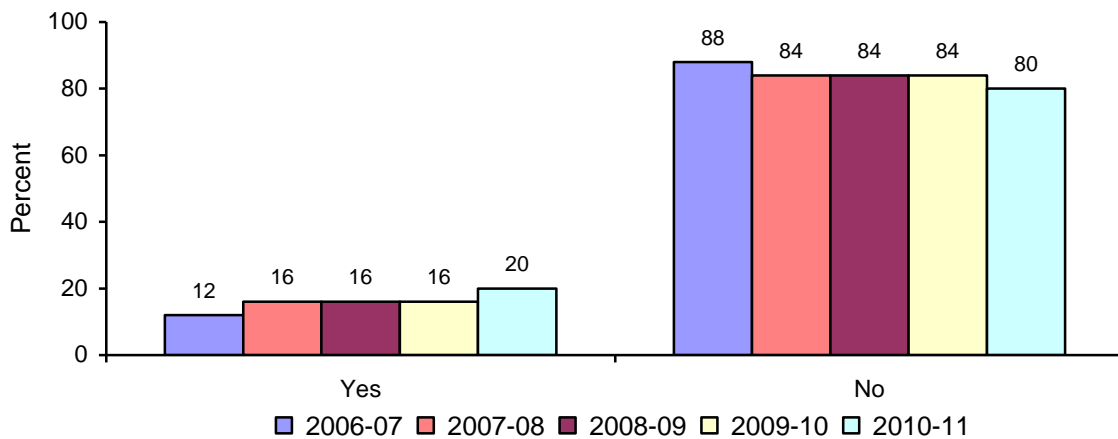
The results to this question from parents are different over the five years, 2006-07 through 2010-11. While the majority of parents continue to report that no one at their child's school or GEAR UP has spoken with them about the availability of college financial assistance, the percent of parents who reported that someone did speak with them changed from the time their children attended middle school in 2006-07 and 2007-08 to the time their children attended high school from 2008-09 through 2010-11. The percentage, however, has remained similar for the last three years.

**9. Have you talked with your child about attending college? (n=440 for 2006-07; n=2,795 for 2007-08; n=3,554 for 2008-09; n=3,141 for 2009-10; n=2,894 for 2010-11)**



The results to this question from parents are similar over the five years, i.e., a large majority of parents have talked with their child about attending college. In 2010-11, the percentage of parents who have talked with their child about attending college increased to 87 percent, its highest point over the five years.

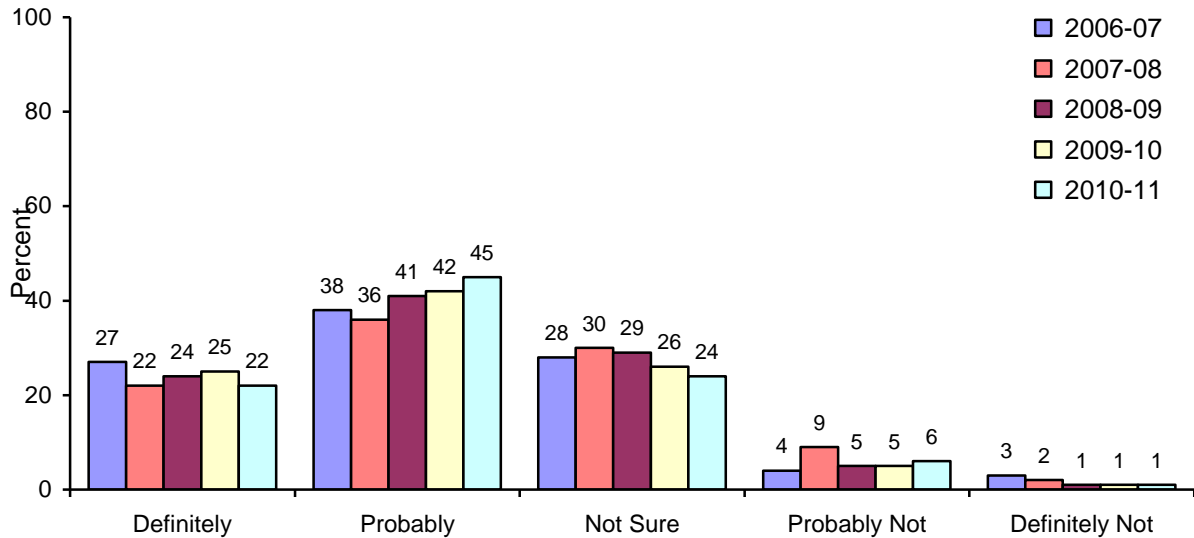
**10. Have you visited any college campuses with your child? (n=439 for 2006-07; n=2,795 for 2007-08; n=3,553 for 2008-09; n=3,141 for 2009-10; n=2,895 for 2010-11)**



The results to this question from parents are similar over the five years, from 2006-07 through 2010-11. That is, results show only a small percent of parents visited a college

campus with their child over the last three years of the program. However, the percent of parents who visited a college campus with their child increased to 20 percent in 2010-11.

**11. Do you think your child will be able to afford to attend a 4-year college or university after high school? (n=438 for 2006-07; n=2,801 for 2007-08; n=3,551 for 2008-09 n=3,137 for 2009-10; n=2,894 for 2010-11)**



The results to this question from parents vary a little over the five years from 2006-07 through 2010-11, but with no apparent trend. Nevertheless, the results show that a large percent of parents believe that their child will “definitely” or “probably” be able to afford to attend a 4-year college, from 58 to 67 percent. A fairly large percentage of parents (24 to 30 percent) are “not sure” that their child will be able to afford to attend a 4-year college.

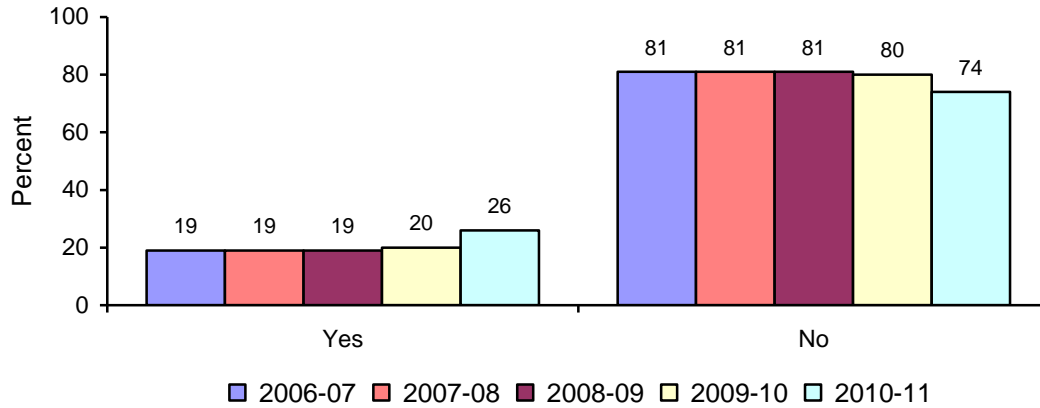
### GEAR UP Participation

The results show that most parents have not attended any GEAR UP events, but parents are satisfied with the GEAR UP program.

While most parents have not attended any GEAR UP events, they are satisfied with the GEAR UP program.

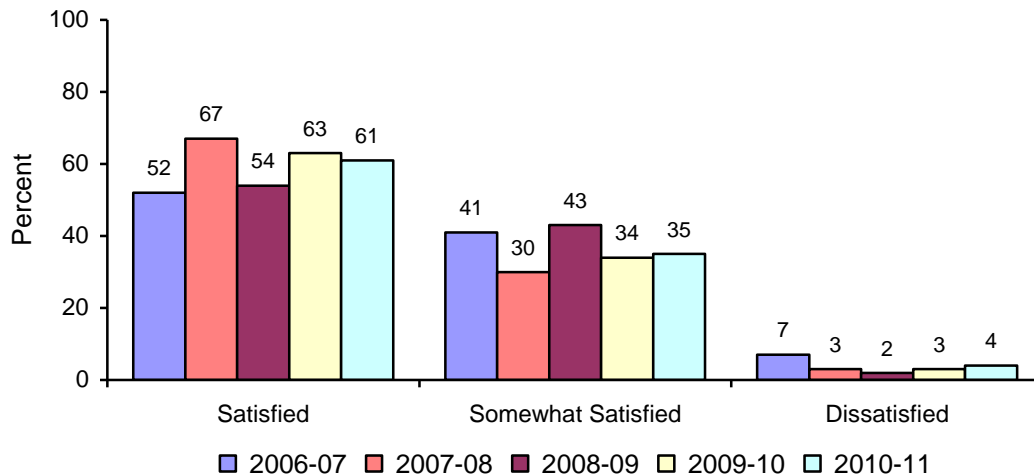


**12. Did you attend any events provided/sponsored by the GEAR UP project during the school year? (n=436 for 2006-07; n=2,794 for 2007-08; n=3,551 for 2008-09; n=3,140 for 2009-10; n=2,893 for 2010-11)**



The results to this question from parents are the similar over the five years, 2006-07 through 2010-11 in that most parents (74 to 81 percent) have not attended any GEAR UP events. However, the percent of parents who attended a GEAR UP event increased to 26 percent in 2010-11, its highest point over the five years.

**13. In general, how satisfied are you with the GEAR UP project? (n=370 for 2006-07; n=2,681 for 2007-08; n=3,495 for 2008-09; n=3,100 for 2009-10; n=2,882 for 2010-11)**



The results to this question have varied over the five years, but no trend has emerged. Nevertheless, most parents are “satisfied” with GEAR UP, ranging from 52 to 67 percent over the five years. Only a small percentage of parents are dissatisfied with GEAR UP.



## Chapter VII. GEAR UP Goals and Indicators

This chapter presents the results on the three goals established for the program.

1. GEAR UP students will improve their academic achievement.
2. GEAR UP middle school structures and teacher beliefs will support and encourage students to succeed in high school and go on to college.
3. GEAR UP students will enroll in and succeed in college.

Table 7 shows the GEAR UP goals and the indicators used to measure progress towards them. Overall, the GEAR UP Evaluation Team established 16 indicators to measure progress on the three goals. See Appendix D for a complete list of the goals, indicators, benchmarks, and the procedures for analysis.

**Table 7.** GEAR UP Goals and Indicators

Goal	Indicator
<b>1. GEAR UP students will improve their academic achievement</b>	<ul style="list-style-type: none"> <li>◆ Percent of parents that sign the GEAR UP Parent Contract</li> <li>◆ Student educational expectations after high school</li> <li>◆ Parent educational expectations for students after high school</li> <li>◆ Grade level performance in English/language arts and mathematics</li> <li>◆ Performance on State CRTs (Grades 6, 7, and 8)</li> <li>◆ Grade Point Average (GPA)</li> <li>◆ Retention rate</li> <li>◆ Student attendance rate</li> <li>◆ High school credits</li> <li>◆ Percent of students passing the Nevada High School Proficiency Exams on the first administration in grade 10</li> <li>◆ Performance on statewide Nevada Writing Assessment in grades 8 and 11</li> </ul>
<b>2. GEAR UP middle school structures and teacher beliefs will support and encourage students to succeed in high school and go on to college</b>	<ul style="list-style-type: none"> <li>◆ Teacher beliefs about teacher attitudes, readiness, and commitment to reform</li> </ul>

<b>3. GEAR UP students will enroll in and succeed in college</b>	<ul style="list-style-type: none"> <li>♦ College-going rate from GEAR UP high schools</li> <li>♦ Number and percent of students at GEAR UP high schools who qualify for Guinn Millennium Scholarship</li> <li>♦ Percent of GEAR UP college students who continue in school</li> <li>♦ Percent of GEAR UP college students who graduate</li> </ul>
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The evaluation will collect data on the indicators at different times during the six years of the program and beyond. In fact, the evaluator will only begin to collect the data on some indicators when the GEAR UP student cohort reaches college in 2012. So far, data are presented for eleven of the 16 indicators, all of which are under Goal 1.

- ♦ Percent of parents that sign the GEAR UP Parent Contract
- ♦ Student educational expectations after high school
- ♦ Parent educational expectations for students after high school
- ♦ Grade level performance in English/language arts and mathematics
- ♦ Grade Point Average (GPA)
- ♦ High school credits
- ♦ Percent of students passing the Nevada High School Proficiency Exams on the first administration in grade 10
- ♦ Retention rate
- ♦ Student attendance rate
- ♦ Performance on State CRTs (Grades 6, 7, and 8)
- ♦ Performance on statewide Nevada Writing Assessment in grades 8 and grade 11

Below are the GEAR UP goals, indicators, and data (if collected), with an explanation of when data will be collected, if applicable.

**Goal 1. GEAR UP students will improve their academic achievement.**

The GEAR UP Evaluation Team established 11 indicators to measure whether students improve their academic achievement, and collected data on seven indicators for the 2010-11 school year. Data are also presented for four indicators collected from previous years.

**Indicator 1. Percent of Parents That Sign GEAR UP Parent Contract**

The percent of parents who sign the GEAR UP Parent Contract is an indirect indicator of parent involvement in their child's education. The research literature is clear—the more parents are involved in their children's schooling, the better children perform in school. Data are collected on this indicator annually, beginning in 2006-07.

The percent of GEAR UP students who had a signed GEAR UP Parent Contract increased substantially from 36 percent in 2006-07 to 89 percent in 2010-11, just short of the expected benchmark of 90 percent.

Figure 11 shows the percent of students in the GEAR UP cohort who had a signed GEAR UP Parent Contract from 2006-07 through 2010-11, and the expected benchmark of 90 percent. The percent of GEAR UP students with a signed Parent Contract increased from 36 percent in 2006-07, to 70 percent in 2007-08, to 71 percent in 2008-09, to 81 percent in 2009-10, and then to 89 percent in 2010-11. Thus, the percent of students with a signed Parent Contract is just short of the expected benchmark of 90 percent.

**Figure 11.** The Percent of Students With a Signed Parent Contract

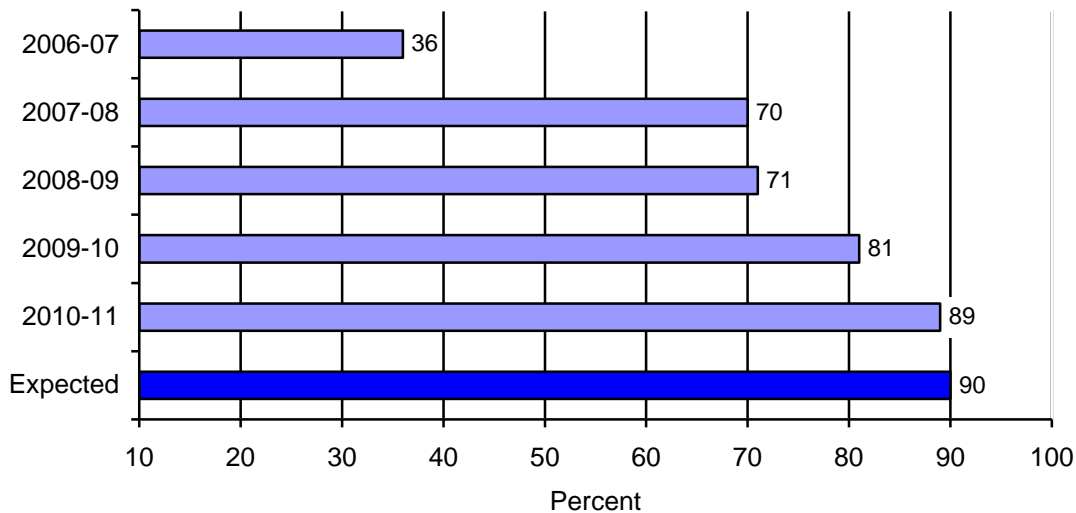


Table 8 shows the percent of students who had a signed GEAR UP Parent Contract by school in 2010-11, which ranges from 71 percent to 100 percent. Twenty of the 32 schools (63 percent) have already achieved the expected performance level of 90 percent.

**Table 8.** The Number and Percent of Parents Who Signed the Parent Contract, 2010-11

County	School	Number of students	Number of signed Parent Contracts (percent)
Clark	Advanced Technologies Academy	22	22 (100%)
	Basic High School	172	158 (92%)
	CCSD Admin School	27	26 (96%)
	Canyon Springs High School	75	54 (72%)
	Chaparral High School	233	186 (80%)
	Clark High School	35	31 (89%)
	Del Sol High School	301	274 (91%)
	Desert Pines High School	169	140 (83%)
	East Career and Technical Academy	190	190 (100%)
	Eldorado High School	237	220 (93%)
	Las Vegas Academy	98	97 (99%)
	Las Vegas High School	320	316 (99%)
	Legacy High School	141	135 (96%)
	Mojave High School	132	115 (87%)
	Northwest Career and Technical Academy	35	35 (100%)
	Rancho High School	85	60 (71%)
	Southeast Career and Technical Academy	148	148 (100%)
	Sunrise Mountain High School	100	82 (82%)
	Valley High School	302	242 (80%)
	Veterans Tribute CTA	21	17 (81%)
Elko	Owyhee Combined School	20	20 (100%)
Humboldt	McDermitt Combined School	17	17 (100%)
Lyon	Yerington High School	40	40 (100%)
Mineral	Mineral County High School	33	29 (88%)
Nye	Beatty High School	35	34 (97%)
	Gabbs School	3	3 (100%)
	Pahrump High School	243	232 (96%)
	Tonopah High School	36	36 (100%)
Pershing	Pershing County High School	41	41 (100%)
Washoe	Dean's Future Scholars	45	45 (100%)
	Hug High School	332	282 (85%)
	Wooster High School	366	296 (81%)
<b>Total</b>		<b>4,054</b>	<b>3,623 (89.4%)</b>

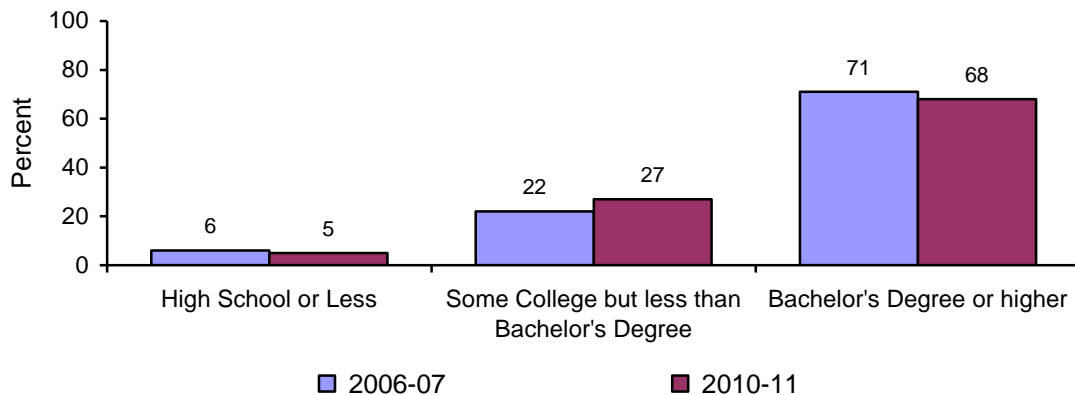
**Indicator 2. Student Educational Expectations after High School**

The number and percent of students who have aspirations of going to college is an indicator of whether students view college enrollment as an important goal after graduating from high school. The more students who have aspirations to go to college, the greater will be the number of students who actually enroll in college. The evaluation collected data on student educational aspirations from an item on a student survey administered to students annually, beginning in 2006-07. The survey asks students, “*What is the highest level of education that you expect to obtain?*”

Figure 12 presents matched group results for students who answered the question in both 2006-07 and 2010-11: 2,788 students completed this item in both years. The results are similar for 2006-07 and 2010-11. That is, the largest percent of students continue to believe that they will obtain a Bachelor’s Degree or higher, even though the percent has decreased a little from 71 percent in 2006-07 to 68 percent in 2010-11. This small decrease is coupled with a small increase in the percent of students who think they will attend some college but obtain less than a Bachelor’s Degree, from 22 percent in 2006-07 to 27 percent in 2010-11. The results suggest a small change in the thinking of students, perhaps due to the cost of schooling, as suggested by other survey results.

Student survey results show that the largest percent of students continue to believe that they will obtain a Bachelor’s Degree or higher, even though the percent has decreased a little from 71 percent in 2006-07 to 68 percent in 2010-11. This small decrease is coupled with a small increase in the percent of students who think they will attend some college but obtain less than a Bachelor’s Degree, from 22 percent in 2006-07 to 27 percent in 2010-11.

**Figure 12. What is the highest level of education that you expect to obtain? (n=2,788 for 2006-07 / 2010-11)**



**Indicator 3. Parent Educational Expectations for Students after High School**

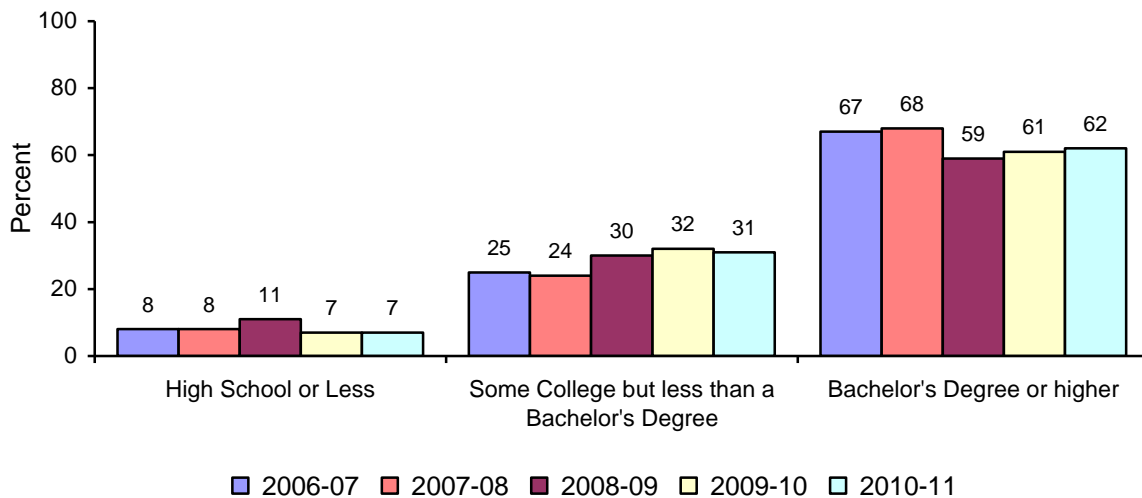
The number and percent of parents who have aspirations for their children to attend college is an indicator of the value that parents place on college. In addition, parent beliefs will influence whether their child will enroll in college. The more parents who believe their child will go to college, the greater the number of students will likely attend college. The evaluation collected data on parent educational aspirations for students from an item

Parent survey results show that the largest percent of parents continue to believe that their children will obtain a Bachelor's Degree or higher, but the percent decreased from 67 percent in 2006-07 to 62 percent in 2010-11.

on a parent survey administered to parents annually, beginning in 2006-07. The survey asks parents, *What is the highest level of education that you think your child will achieve?*

The results to this question from parents have changed a little from 2006-07 to 2010-11. While most parents continue to believe that their children will attain at least a Bachelor's degree or higher, the percent decreased from 67 percent in 2006-07 to 62 percent in 2010-11. On the other hand, more parents think their child will attend some college but less than a Bachelor's Degree, from 25 percent in 2006-07 to 31 percent in 2010-11. The results suggest a small change in the thinking of parents regarding the level of education that their child will attain.

**Figure 13. What is the highest level of education that you think your child will achieve? (n=433 for 2006-07; n=2,790 for 2007-08; n=3,551 for 2008-09; n=3,139 for 2009-10; n=2,907 for 2010-11)**





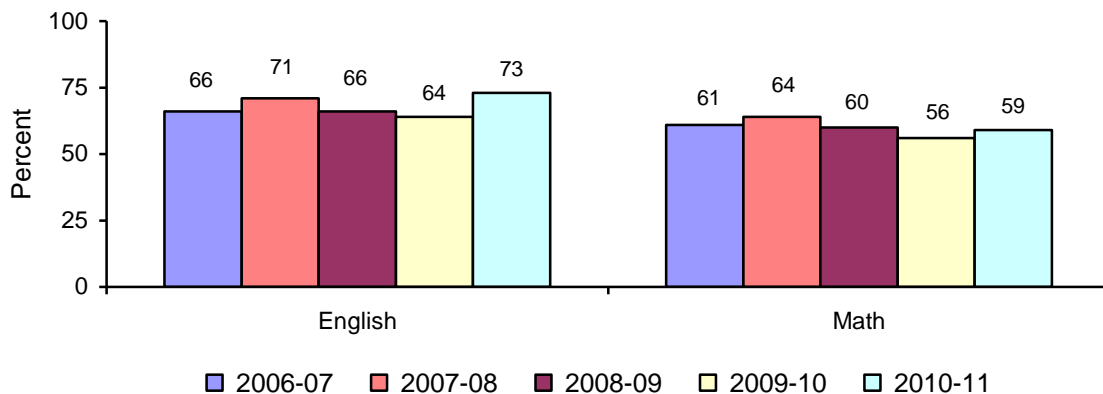
**Indicator 4. Percent of Students Performing At or Above Grade Level in English and Mathematics**

Figure 14 presents data on the percent of students performing at or above grade level in English and mathematics for five years from 2006-07 through 2010-11. For the purpose of the evaluation, students who receive a letter grade “C” or better (or its equivalence when number grades are used) are performing at or above grade level.

The results show a slight increase in the percent of students at or above grade level in English and math from 2006-07 to 2007-08 when the students were in middle school. But, student performance decreased to 66 percent in 2008-09 and again in 2009-10 to 64 percent when the students were in high school. A possible explanation for this decrease is due to the transition from middle school to high school, when the courses become more difficult and student performance tends to decline. In 2010-11, the percent increased to 73 percent, the highest it has ever been.

The percent of students who performed at or above grade level in English and math has fluctuated over from 2006-07 to 2010-11. In both subjects, the percent increased from grade 7 to grade 8 when the students were in middle school, but then decreased in grade 9 and decreased further in grade 10 when the students were in high school. However, the percent increased to 73 percent in English in grade 11 for 2010-11, the highest it has ever been. In math, the percent of students at or above grade level also rose in 2010-11 to 59 percent.

**Figure 14. Percent of Students Performing At or Above Grade Level**



In math, the percent of students on or at grade level increased from 61 percent in 2006-07 to 64 percent in 2007-08, but then decreased to 60 percent in 2008-09 and to 56 percent in 2009-10. Like English, the percent of students at or above grade level rose in 2010-11, in this case, to 59 percent. However, a closer examination of the data showed that the in-

crease in the percent of students performing at grade level in 2010-11 is due to the type of student who left the GEAR UP program rather than due to an actual increase in the percent of existing GEAR UP students performing at grade level. That is, the percent of the 860 students performing at grade level who exited GEAR UP from 2009-10 to 2010-11 was 44.3 percent in English and 35.9 percent in math, substantially below other students in the program.

***Indicator 5. Grade Point Average (GPA)***

Student GPA is a direct measure of student academic achievement. The evaluation collects data on student GPA at the end of the school year, starting in 2005-06 for grade 6.

Figure 15 presents the end-of-year unweighted average GPA for GEAR UP students in grade 6 in 2005-06 through grade 11 in 2010-11. Data are available for over 95 percent of the active students at each grade level. The GEAR UP student cohort achieved a GPA of 2.49 at the end of grade 6 in 2005-06 prior to entering the GEAR UP program. Afterwards, GEAR UP students achieved a GPA of 2.48 at the end of grade 7 in 2006-07 and 2.46 at the end of grade 8 in 2007-08 when they were in middle school. In other words, the GPA of GEAR UP students remained the same in middle school.

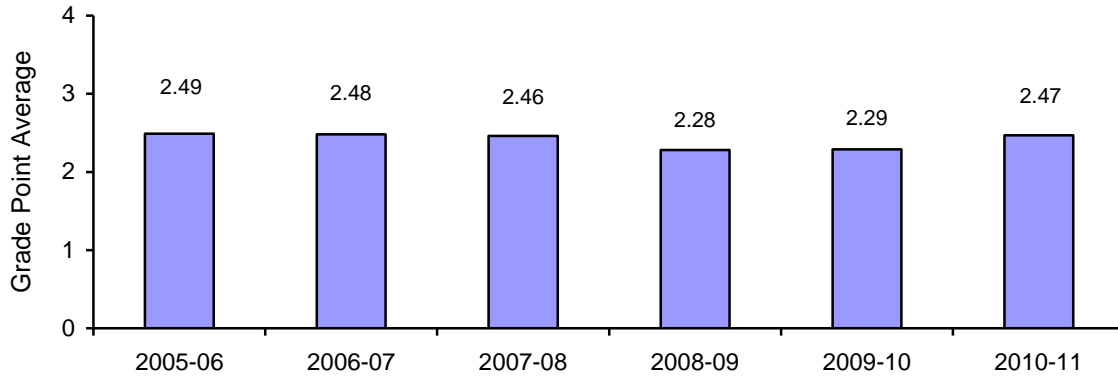
When the GEAR UP cohort entered high school, their unweighted average GPA dropped to 2.28 at the end of grade 9 in 2008-09. The decrease in GPA from middle school to

The GEAR UP student Cohort achieved an end-of-year Grade Point Average (GPA) of 2.48 in 2006-07, 2.46 in 2007-08, 2.28 in 2008-09, 2.29 in 2009-10, and 2.47 in 2010-11. The increase in the GPA in 2010-11, however, is due to the students who left GEAR UP rather than an actual increase in GPA of existing students. That is, the 829 students who dropped out of GEAR UP from 2009-10 to 2010-11 had a GPA of 1.58.

high school is fairly typical for most students. The average GPA remained about the same at 2.29 at the end of grade 10 in 2009-10, but then increased to 2.47 at the end of grade 11 in 2010-11, suggesting an increase in the average GPA of GEAR UP students. However, a closer examination of the data showed that the increase in the average GPA in 2010-11 is due to the type of student who left the GEAR UP program rather than due to an increase in GPA of existing GEAR UP students. That is, the 829 students who left

GEAR UP from 2009-10 to 2010-11 had an average GPA of 1.58, substantially below other students in the program.

**Figure 15. GPA of GEAR UP students**



The evaluation also examined the number and percent of students who had a cumulative GPA equal or higher than several different GPA levels for grades 9, 10, and 11 as shown in Table 9, to determine any shifts in GPA ranges. Data are available for over 97 percent of active GEAR UP students in each grade level. The data show that the percent of

GEAR UP students would meet the current GPA eligibility requirements to enroll into community college in Nevada with a 2.0 GPA average increased to almost 74 percent in 2010-11 from the two previous years at about 65 percent. However, the percent of students who would meet the eligibility requirements to enroll in Nevada's two universities (GPA = 3.0) or obtain a Guinn Millennium Scholarship (GPA = 3.25) remained about the same all three years. Given the previous information about the students who left

The percent of GEAR UP students who had an unweighted GPA of 2.0 or above at the end of the 2010-11, eligible for a GEAR UP Scholarship, increased from the two previous years at about 65 percent. However, the increase in the percent of GEAR UP students above a 2.0 GPA is due to a large percent of students who left GEAR UP that had a GPA under 2.0.

GEAR UP from 2009-10 to 2010-11, the increase in the percent of GEAR UP students above a 2.0 GPA is due to a large percent of students who left GEAR UP in 2010-11 that had a GPA under 2.0.

**Table 9.** Students with a GPA Equal or Greater Than Several GPA Levels

Grade Point Average	Number (Percent) of Students		
	Grade 9 (n=4,896)	Grade 10 (n=4,561)	Grade 11 (n=3,958)
2.0 and Above	3,133 (64.0%)	2,970 (65.1%)	2,921 (73.8%)
2.25 and Above	2,680 (54.7%)	2,515 (55.1%)	2,487 (62.8%)
2.5 and Above	2,246 (45.9%)	2,031 (44.5%)	2,038 (51.5%)
2.75 and Above	1,755 (35.9%)	1,604 (35.2%)	1,572 (39.7%)
3.0 and Above	1,349 (27.6%)	1,179 (25.8%)	1,088 (27.5%)
3.25 and Above	905 (18.5%)	762 (16.7%)	680 (17.2%)

**Indicator 6.** Performance on Nevada Criterion Reference Tests (CRT): Grades 6, 7, 8

Student test scores on statewide assessments are an important indicator of academic achievement. The expectation is that the percent of GEAR UP students who are proficient on the Nevada CRT would increase from grade to grade. Data are available for GEAR UP students who took the Nevada CRT in reading and math in 2006-07 and 2007-08. Data are available for 4,021 of the 4,794 students (84 percent) from grade 7, and 4,755 of the 5,686 students from grade 8 (84 percent). For comparison, statewide data are presented for the grade 7 and grade 8 CRTs. Statewide data are not available for the Grade 6 CRTs in 2005-06 since the tests were being field tested.<sup>14</sup>

Figures 16 and 17 present the performances of the GEAR UP cohort and all students statewide on the Nevada CRT for grade 7 in 2006-07 and grade 8 in 2007-08. The results show that GEAR UP students performed better in reading than in math. That is, a larger percent of GEAR UP students were proficient in reading than in math.

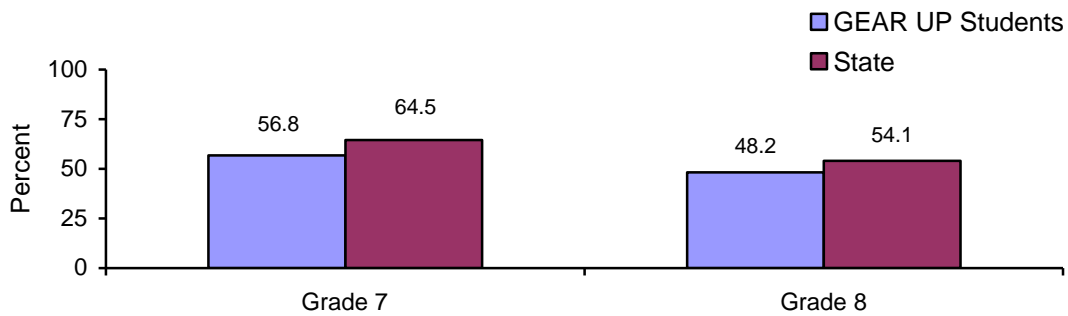
The Nevada CRT results show that a smaller percent of GEAR UP students were proficient in reading and math than students statewide, and both groups experienced a decline in the percent of proficient students from grade 7 to grade 8. The data suggest that GEAR UP students are below students statewide in reading and math, but maintained the relative position with students statewide.

<sup>14</sup> Although grade 6 students were administered the Nevada CRT in 2005-06, prior to the GEAR UP program, providing possible baseline information, the CRTs were being field tested and not yet validated. These results are not presented.

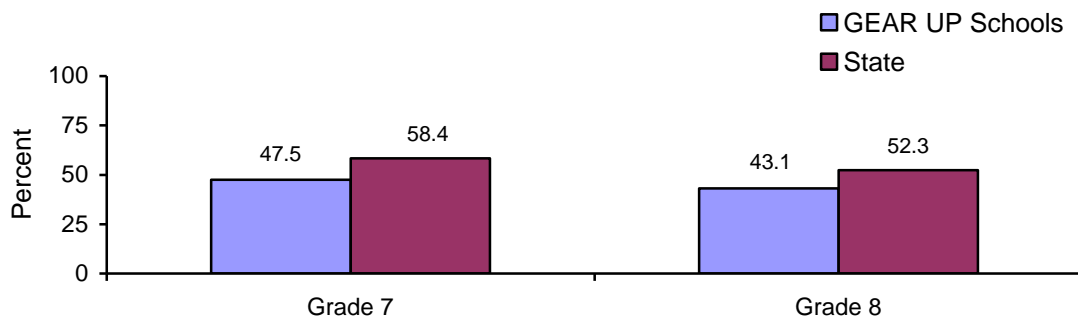
The results also show that GEAR UP students performed below students statewide in reading in grade 7 and grade 8. In addition, while the percent of proficient students statewide decreased from 64.5 percent in grade 7 to 54.1 percent in grade 8, the percent of GEAR UP students proficient in reading also decreased about the same number of percentage points from 56.8 percent in grade 7 to 48.2 percent in grade 8. The data suggest that GEAR UP students maintained their relative position in reading performance compared to students statewide.

In math, a smaller percent of GEAR UP students were proficient than students statewide in grade 7 and 8, and both groups experienced a decline in the percent of proficient students from grade 7 to grade 8. That is, the percent of proficient GEAR UP students declined from 47.5 percent in grade 7 to 43.1 percent in grade 8 and all students statewide declined from 58.4 percent to 52.3 percent during the same time period. The data suggest that GEAR UP students, while below students statewide, maintained the relative position with students statewide on math performance.

**Figure 16.** Grade 6, 7, and 8 Reading CRT



**Figure 17.** Grade 6, 7, and 8 Math CRT



**Indicator 7. Retention Rate**

The retention rate of GEAR UP students is another important indicator of academic achievement. Grade promotion shows that students are making at least some progress academically. When students are retained at a grade level, students are not making solid progress towards college preparation. In fact, according to Nevada GEAR UP policy requirements, students in the GEAR UP cohort must be promoted to be eligible for the GEAR UP Scholarship. Data are collected for GEAR UP students on this indicator for two years as students transition from grade 7 to grade 8 from 2006-07 to 2007-08 and from grade 8 to grade 9 from 2007-08 to 2008-09. Data are not collected on retention rates in high school since students are not formally retained or graduated to the next high school class, such as from freshman to sophomore status. Instead, students work towards receiving sufficient credit towards high school graduation, which is measured by another indicator.

Figure 18 and 19 present data on retention rates for GEAR UP students as they transitioned from grade 7 to grade 8 for 2006-07 to 2007-08 and from grade 8 to 9 for 2007-08 to 2008-09. For comparison, the figures also include the two previous years' retention rates for that grade at the GEAR UP schools, allowing a comparison of the GEAR UP cohort retention rate with the retention rates of the two previous grade cohorts at the GEAR UP schools. In addition, the figures contain the statewide average retention rates for those grades and years presented.

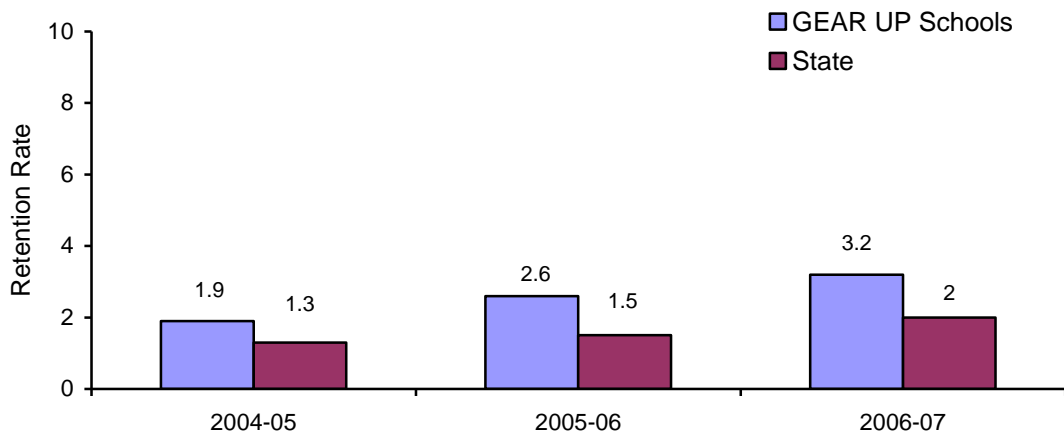
Overall, the grade 7 retention rates at GEAR UP schools in 2006-07 when the students were in GEAR UP were above the grade 7 retention rates at the GEAR UP schools for the two previous years. In addition, the GEAR UP school retention rates are above the statewide retention rates for all three years. The data suggest that GEAR

The retention rate of the GEAR UP cohort for 2006-07 when they were in grade 7 increased from the grade 7 retention rates for the two previous years at the GEAR UP schools. When in grade 8 for 2007-08, the retention rate for the GEAR UP student cohort decreased from the previous year's grade 8 retention rate at the GEAR UP schools. However, the GEAR UP school retention rates for all three years for each grade level are above the statewide retention rates for those years and grade levels.

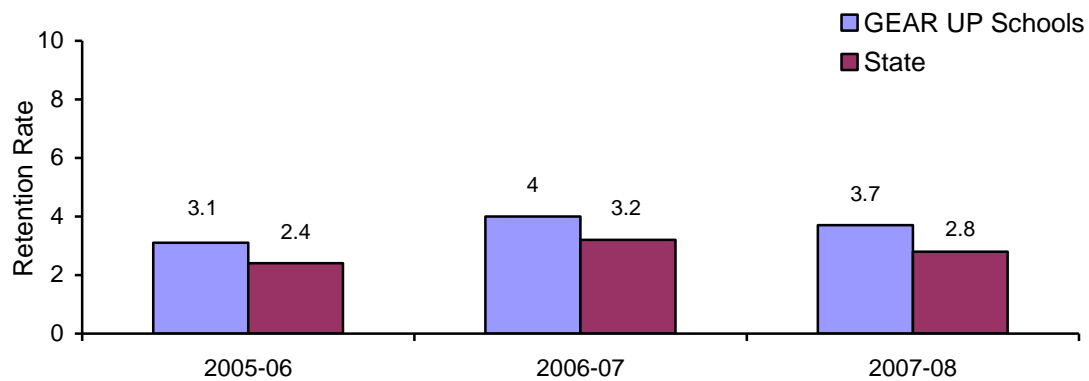
UP did not affect the retention rates of GEAR UP students in grade 7 during 2006-07, the first year of the program.

In grade 8, the retention rates at GEAR UP schools in 2007-08 when the students were in GEAR UP were below the grade 8 retention rates at the GEAR UP schools for 2006-07 but above the rates in 2005-06. There is a similar pattern of grade 8 statewide retention rates, i.e., the grade 8 statewide retention rate increased from 2005-06 to 2006-07, but then decreased for 2007-08. In addition, the GEAR UP school retention rates are above the statewide retention rates for all three years. The data suggest that GEAR UP did not effect the retention rates of GEAR UP students in grade 8 during 2007-08, the second year of the program.

**Figure 18. GEAR UP School Retention Rate: Grade 7**



**Figure 19. GEAR UP School Retention Rate: Grade 8**



**Indicator 8. Student Attendance Rate**

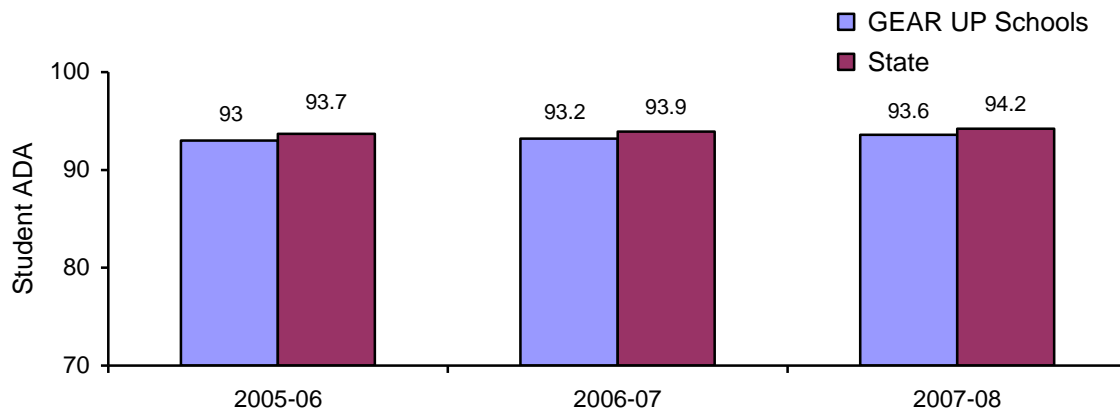
Student attendance is an important measure of academic achievement based on the assumption that students must be at school to learn and better prepare themselves for college. Data are collected on this indicator for the two years that students are in middle school, 2006-07 and 2007-08.

Figure 20 presents data on the student average daily attendance (ADA) rate of the 20 GEAR UP middle schools and all students statewide for 2006-07 and 2007-08, the first two years of GEAR UP.<sup>15</sup> For comparison, the figure also presents the student ADA rate for the GEAR UP schools and students statewide for 2005-06, the year before GEAR UP was implemented at the schools. The results represent all students at these

The results show that the student ADA rate of GEAR UP schools increased slightly from before the GEAR UP program in 2005-06 (93.0 percent) to 2007-08 (93.6 percent). However, the statewide ADA increased the same amount over the same time period, suggesting that the increase of the student ADA rate for GEAR UP schools maintained their position with the state ADA rate.

schools rather than just the grade 7 GEAR UP student cohort and should be viewed only as an estimate of the GEAR UP student ADA rate. The data must be interpreted with caution. Until the evaluation can access individual student information, data on this indicator will continue to remain an estimate.

**Figure 20. GEAR UP Student Attendance Rate**



<sup>15</sup> The student average daily attendance rate is based on mid-year figures from Nevada's electronic student database as reported in 2006-07 School Accountability Reports.



The results show that the student ADA rate of GEAR UP schools increased slightly from before the GEAR UP program in 2005-06 (93.0 percent) to 2007-08 (93.6 percent) when GEAR UP students were in grade 8. However, the statewide ADA increased the same amount over the same time period, suggesting that the increase of the student ADA rate for GEAR UP schools maintained their position with the state ADA rate.

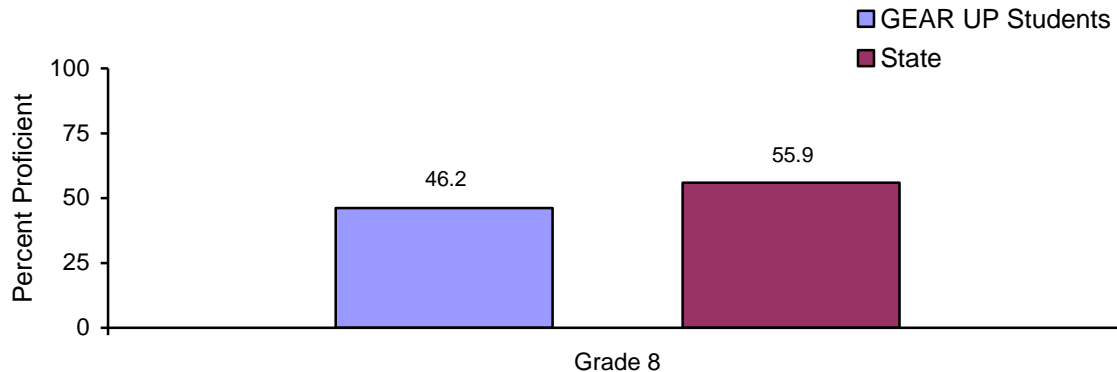
**Indicator 9. Performance on Statewide Nevada Writing Assessment in Grades 8**

Figure 21 presents the performance of GEAR UP students and students statewide on the Nevada Writing Assessment in grade 8 during 2007-08. Data are available for 4,606 of the 5,686 GEAR UP students (81 percent).

The results show that GEAR UP students performed below students statewide. That is, a larger percent of students statewide (55.9 percent) were proficient on the Nevada Grade 8 Writing Assessment than GEAR UP students (46.2 percent).

The results show that a larger percent of students statewide were proficient on the Nevada Grade 8 Writing Assessment in 2007-08 than GEAR UP students (55.9 percent vs. 46.2 percent).

**Figure 21. Grade 8 Nevada Writing Exam**



**Indicator 10. Percent of Students Passing the Nevada High School Proficiency Exams on First Administration in Grade 10**

As mentioned previously, student scores on statewide assessments are an important indicator of academic achievement. Figures 22, 23, and 24 show the performance of GEAR UP students on the grade 10 administration of the Nevada High School Proficiency Examinations (HSPE) in reading, math, and science for 2009-10.

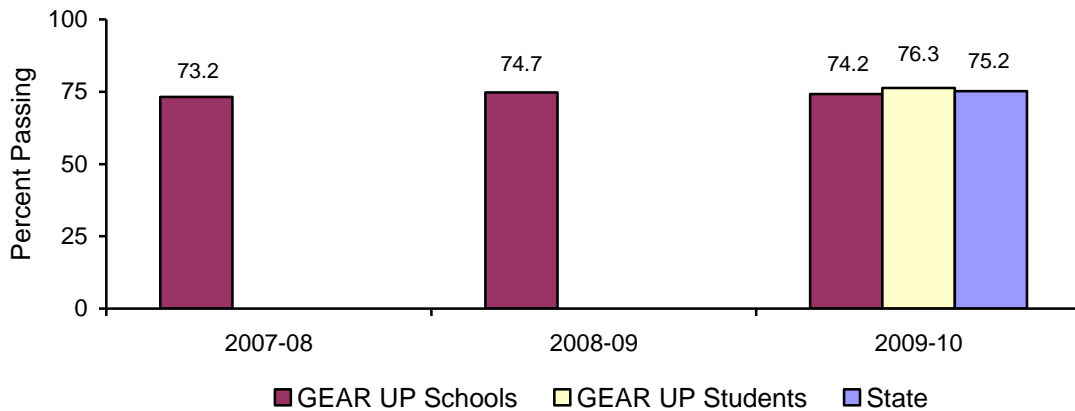
The results of the GEAR UP students are compared to the results for all students at GEAR UP schools for the last three years, and to the performance of Grade 10 students

The results show that GEAR UP student performance on the High School Proficiency Examinations is consistent with all the students at the GEAR UP schools for reading, math, and science. The performance of GEAR UP students is also similar to the performance of students statewide for reading, but below the performance of students statewide in math and science).

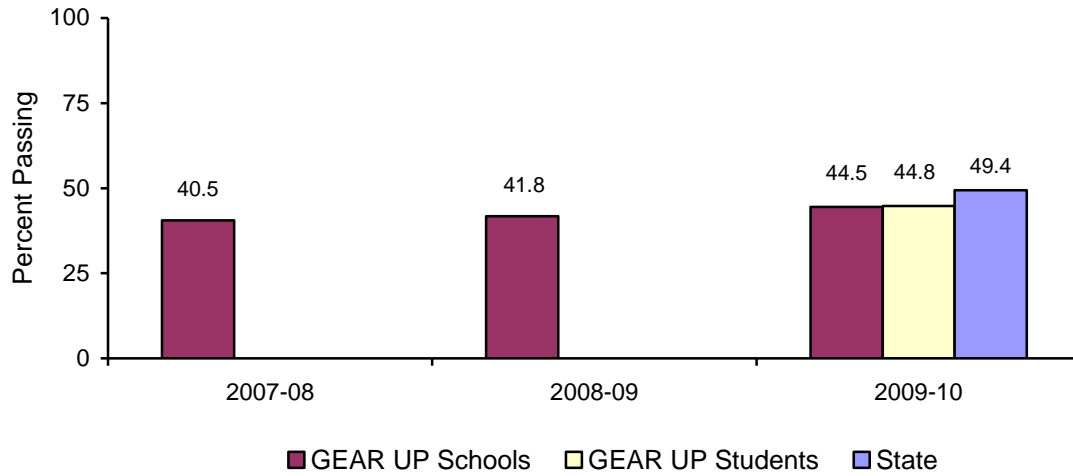
statewide for 2009-10. The results show that the performance of the GEAR UP students in 2009-10 is similar to the performance of all students at the GEAR UP Schools for that year. That is, the percentage of GEAR UP students who passed the reading, math, and science proficiency examinations is about the same as the percentage of all students at the GEAR UP schools who passed the reading, math, and science proficiency examinations

The 2009-10 results also show that the performance of GEAR UP students as well as of all students at the GEAR UP school is similar to the performance of students statewide for reading, but below the performance of students statewide in math and science.

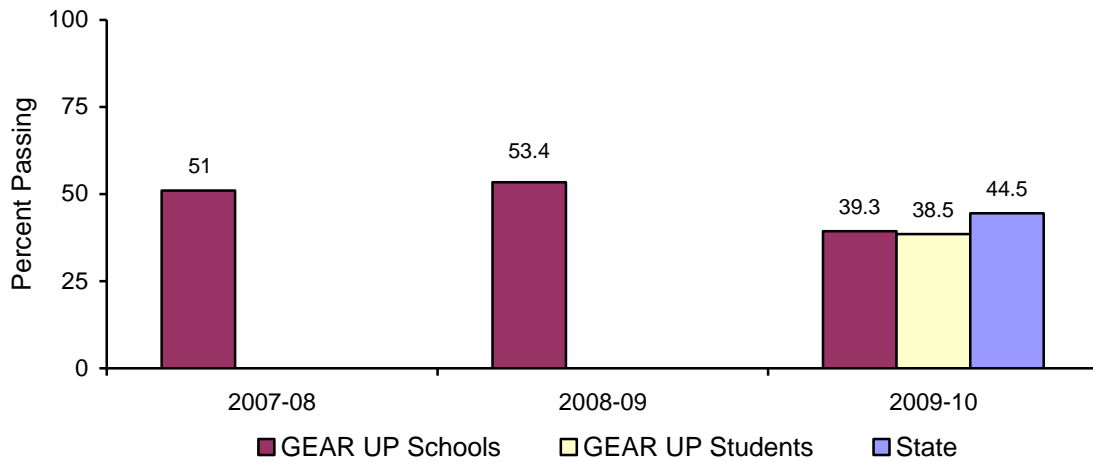
**Figure 22. Percent of Students Passing Grade 10 HSPE Reading**



**Figure 23.** Percent of Students Passing Grade 10 HSPE Math



**Figure 24.** Percent of Students Passing Grade 10 HSPE Science



### ***2010-11 High School Proficiency Exam Results***

The evaluation continued to track the performance of GEAR UP students on the High School Proficiency Examination (HSPE) in 2010-11 since students are required to pass the exam to receive a standard high school diploma. Figure 25 shows the accumulative performance of GEAR UP students on the HSPE in reading, math, science and writing based on administration of the tests in 2009-10 and 2010-11. The results of the GEAR UP students who took each test are compared to the results for Grade 11 students statewide for 2010-11. In other words, it shows the total percent of active GEAR UP students who

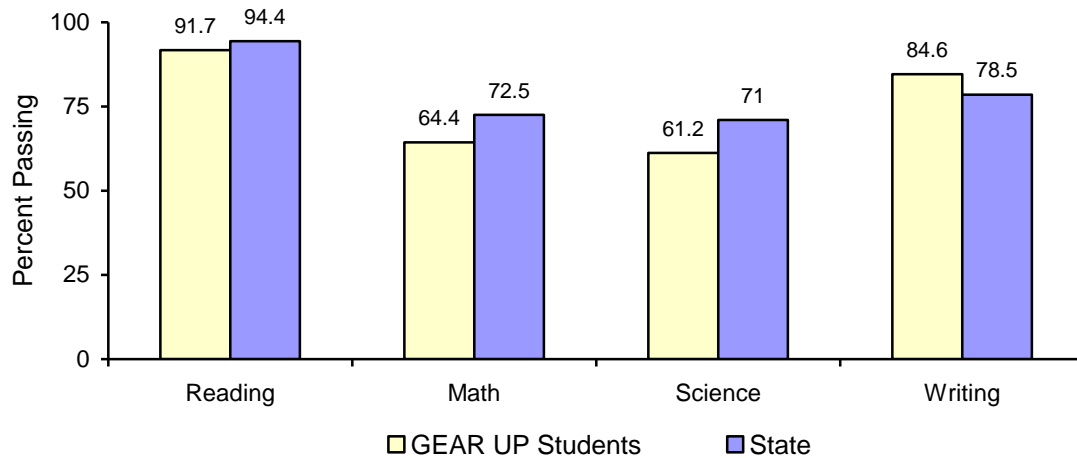
have passed the HSPE by the end of their junior year in 2010-11 compared to junior students statewide

The results show that a smaller percent of GEAR UP students have passed the High School Proficiency Examinations in reading, math, and science by 2010-11 than students statewide. In writing, a larger percent of GEAR UP students have passed the High School Proficiency Examination than students statewide. Overall, it appears that GEAR

UP students have maintained their relative performance on the HSPE from 2009-10 to 2010-11 with respect to students statewide.

The results show that a smaller percent of GEAR UP students have passed the High School Proficiency Examinations in reading, math, and science by 2010-11 than students statewide. In writing, a larger percent of GEAR UP students have passed the High School Proficiency Examination than students statewide). Overall, it appears that GEAR UP students have maintained their relative performance on the HSPE from 2009-10 to 2010-11 with respect to students statewide.

**Figure 25.** Percent of Students Passing HSPE by 2010-11



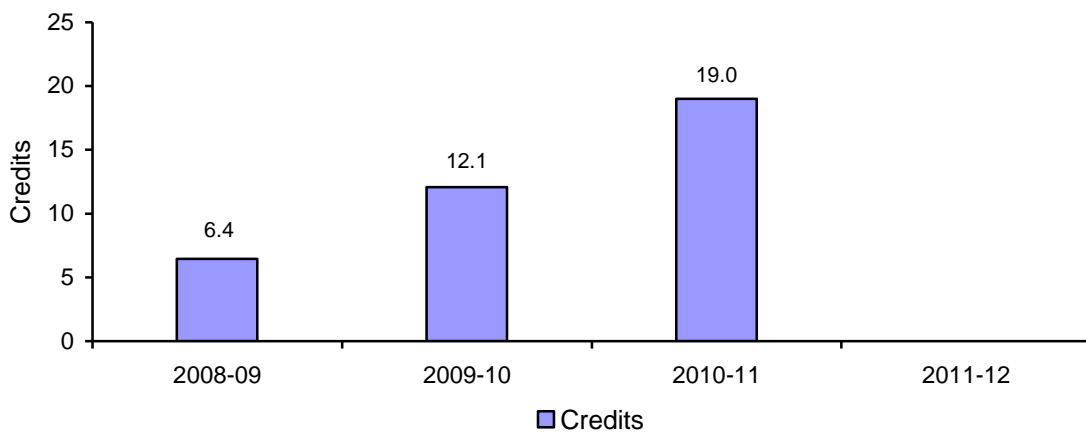
**Indicator 11. High School Credits**

High school credits are an important indicator of student progress since students must have 22.5 credits to graduate from a Nevada public high school, with 15 credits in specific core areas.<sup>16</sup> The data from this indicator will show the number of credits students have and how many students are realistically on track to graduate from high school in 2011-12. Data are available for 4,955 of 5,008 students (98.9%) in 2008-09, 4,615 of the 4,626 students (99.8%) in 2009-10, and for 3,988 of the 4,054 students (98.4%) in 2010-11.

Figure 26 shows, on average, GEAR UP students had an average of 6.4 high school credits at the end of 2008-09, 12.1 credits at the end of the 2009-10, and 19.0 credits at the end of 2010-11. It is assumed that some of the credits that students were reported to have at the end of grade 9 were obtained in grade 8. In

The results show that GEAR UP students had an average of 6.4 high school credits at the end of 2008-09 and 12.1 credits at the end of the 2009-10. In addition, 71 percent of GEAR UP students had at least six credits in 2008-09 and 64 percent had at least 12 credits in 2009-10, and are “on track” to having the required number of credits to graduate from high school in 2009-10. While the percent of students who are on track to graduate from high school decreased from 2008-09 to 2009-10, the small decrease is probably typical given the number of high school credits that some students receive when still in middle school.

**Figure 26. Average Accumulated Credits**



<sup>16</sup> The 15 required credits include four credits of English, three credits in mathematics, two credits of science, one credit of American Government, one credit in arts and humanities, one credit in American History, two credits in PE, ½ credit in health education, and ½ credit in computers.

grade 10, GEAR UP students obtained an average of 5.7 credits during the year and in grade 11, students gained an average 6.9 credits. As in the increase of GPA from 2009-10 to 2010-11, the increase in the average numbers of credits obtained from 2009-10 to 2010-11 is due to the type of students who left GEAR UP. That is, the 860 students who left GEAR UP from 2009-10 to 2010-11 had an average of 8.6 credits, almost 50 percent less than the average of all GEAR UP students at 12.1 credits.

The evaluation also examined the number and percent of students with different total credit levels, to determine the percent of students who appear “on track” to graduate in 2011-12. As mentioned previously, students must have 22.5 credits to graduate from high school with a standard diploma. Without considering whether students have the 15 core credit requirements, a student who obtains six credits per year is probably on track to graduate from high school in 2011-12.

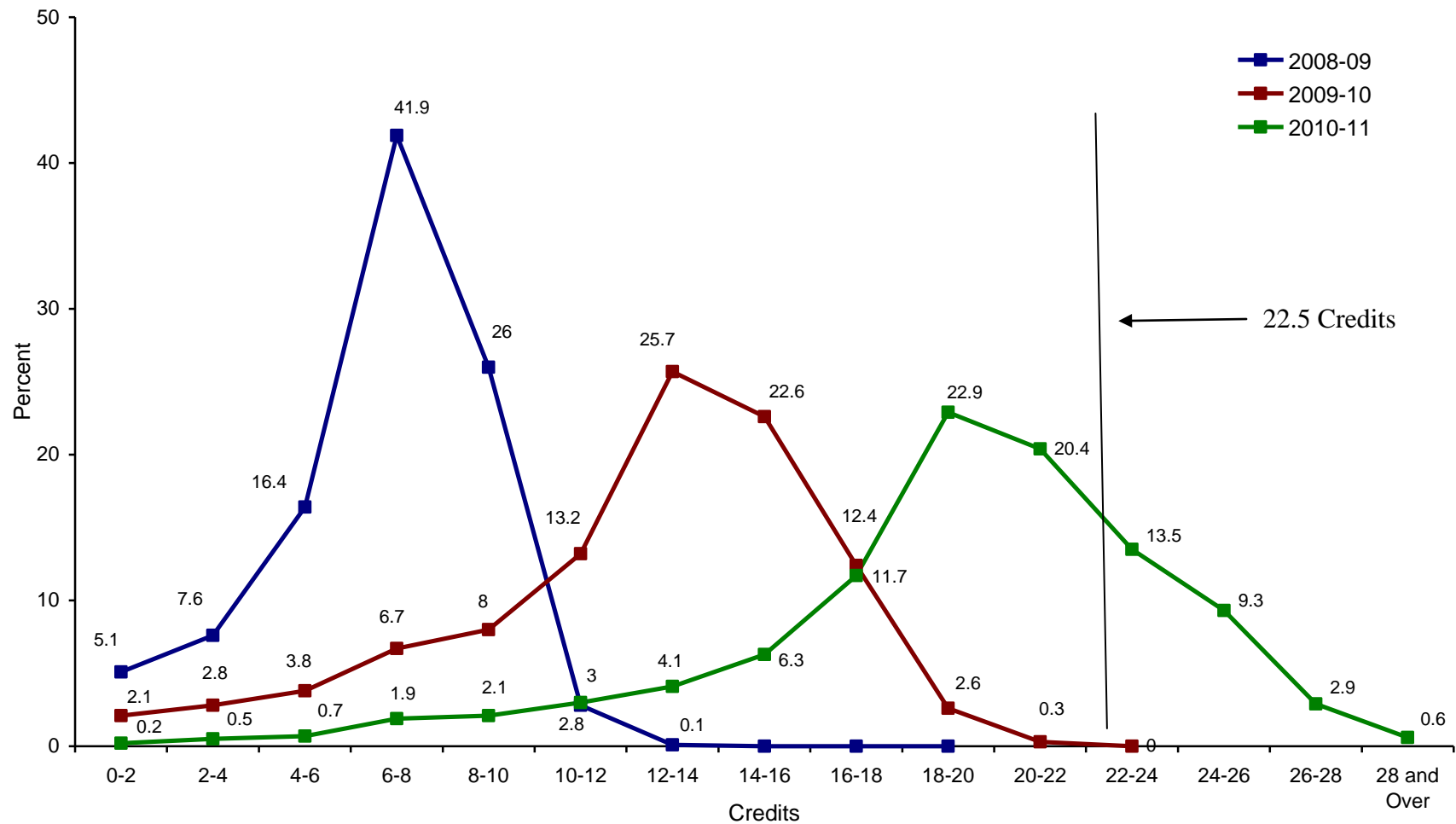
Table 10 shows that 71 percent of GEAR UP students had at least 6.0 high school credits in 2008-09, 63.7 percent of GEAR UP students had at least 12.0 high school credits in 2009-10, and 69.5 percent of GEAR UP students had at least 18.0 high school credits in 2010-11, and are “on track” to graduate from high school in the 2011-12 school year. The results show that the percent of students who are on track to obtaining the required credits to graduate from high school increased from 2009-10 to 2010-11, the increase is due to the type of student who left the GEAR UP program after 2009-10. That is, the 860 students who dropped out of GEAR UP from 2009-10 to 2010-11 had an average of 8.6 credits, almost 50 percent less than the average of all GEAR UP students at 12.1 credits.

**Table 10.** Students with Total Number of Credits by Credit Levels, 2008-09 thru 2010-11

Total Credits	Number (Percent) of Students		
	2008-09 (n=4,955)	2009-10 (n=4,615)	2010-11 (n=3,988)
At least 2.0 Credits	4,701 (94.8%)	4,517 (97.8%)	3,982 (99.8%)
At least 4.0 Credits	4,324 (87.3%)	4,390 (95.1%)	3,961 (99.3%)
At least 6.0 Credits	3,512 (70.9%)	4,225 (91.5%)	3,935 (98.7%)
At least 8.0 Credits	1,435 (28.9%)	3,916 (84.8%)	3,858 (96.7%)
At least 10.0 Credits	147 (2.3%)	5,549 (76.9%)	3,774 (94.6%)
At least 12.0 Credits	7 (--)	2,941 (63.7%)	3,653 (91.6%)
At least 14.0 Credits	1 (--)	1,753 (38.0%)	3,489 (87.5%)
At least 16.0 Credits	1 (--)	711 (15.4%)	3,238 (81.2%)
At least 18.0 Credits		137 (3.0%)	2,773 (69.5%)
At least 20.0 Credits		15 (.03%)	1,858 (46.6%)
At least 22.0 Credits			1,046 (26.2%)
At least 24.0 Credits			509 (12.8%)
At least 26.0 Credits			138 (3.5%)
28 Credits and over			28 (0.7%)

Figure 27 shows the percentage of GEAR UP students with total credits for 2008-09, 2009-10, and 2010-11 by two credit intervals. The results provide a visual display of the progress that students are making towards obtaining the necessary number of credits towards graduating from high school. The results for 2010-11 clearly show that almost 20 percent of students who have less than 16 credits may not obtain the necessary number of credits to graduate with a standard high school diploma by the end of the 2011-12 school year. On the other hand, almost 25 percent of students already have the total number of credits required to graduate with a standard high school diploma, assuming the credits include the required core credits.

**Figure 27.** Percent of Students by Number of Credits, 2008-09, 2009-10, and 2010-11





## Other Assessment Results in 2010-11

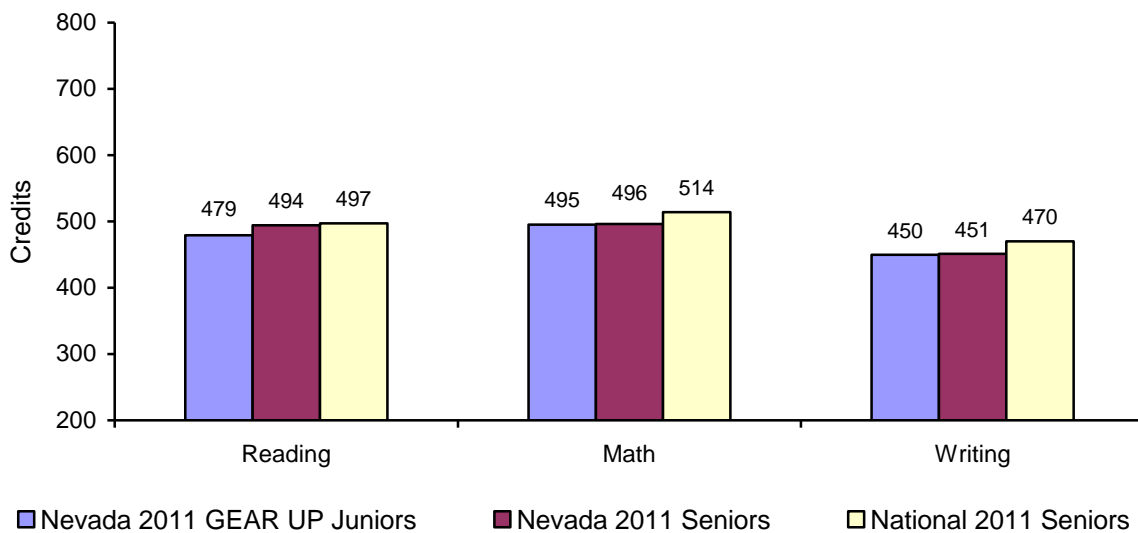
GEAR UP students took two other assessments during 2010-11: Scholastic Aptitude Test (SAT) and the ACT test. The SAT and ACT are typically administered to seniors who plan to apply to college. Occasionally, students who are in their junior year take the tests to gauge their possible performance in their senior year. The GEAR UP program paid for the administration costs of the two tests so that GEAR UP students could assess how well they did and make preparations to improve their scores, if needed, in their senior year.

### Scholastic Aptitude Test (SAT)

The SAT was completed by 234 of the 4,054 active Nevada GEAR UP students, or about six percent. Since the number of GEAR UP students who took the SAT represents a very small percent of GEAR UP students, the results are not generalized to the entire GEAR UP student population. Scores are provided in reading, math, and writing. Valid scores range from 200 to 800. Figure 28 shows the average scores obtained in reading, mathematics, and writing for Nevada GEAR UP 2011 Juniors (n=234), Nevada 2011 Seniors (n=10,391), and National 2011 Seniors (n=1,647,123).

The SAT results show that Nevada GEAR UP 2011 Juniors scored similar to Nevada 2011 Seniors in Math and Writing, but scored lower in Reading. Nevada GEAR Juniors also scored below National 2011 Seniors in all three subjects.

**Figure 28. Average SAT Scores**



The results show that Nevada GEAR UP 2011 Juniors scored similar to Nevada 2011 Seniors in Math and Writing, but scored below Nevada 2011 Seniors in Reading. Nevada GEAR Juniors also scored below National 2011 Seniors in all three subject areas.

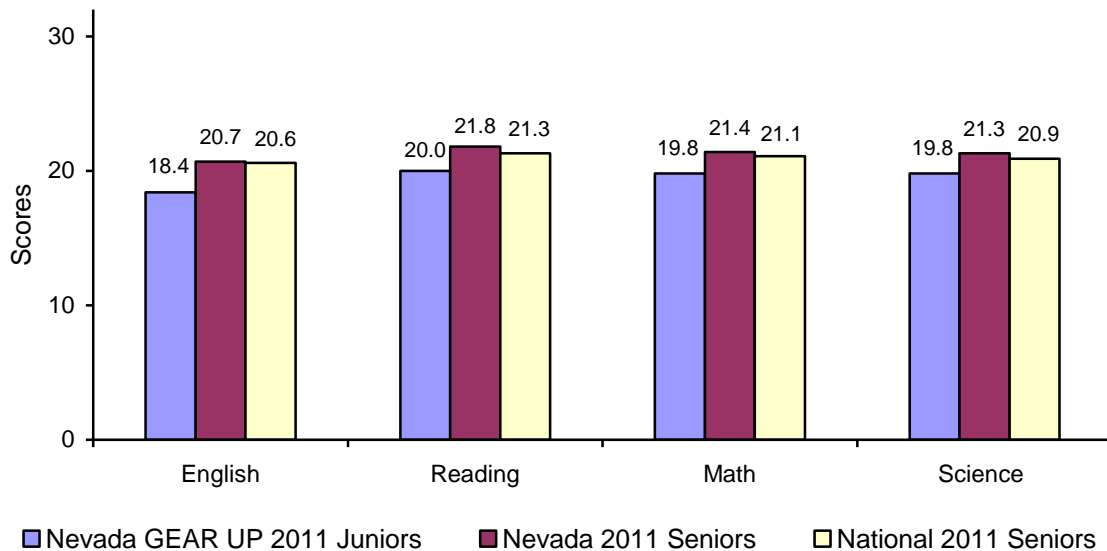
The results also show that Nevada 2011 Seniors scored similar to National 2011 Seniors in Reading, but scored below National 2011 Seniors in Math and Writing.

### ACT Test

The ACT was completed by 615 of the 4,054 active GEAR UP students, or 15 percent. As was the case for the SAT results, the ACT results can not be generalized to the entire GEAR UP student population since the percent of GEAR UP students who took the ACT represents a small percent of GEAR UP students overall. Scores are provided in English, reading, math, and science. All but one student took all four subtests. Valid scores range from 1 to 32. Figure 29 shows the average scores obtained in English, reading, math, and science for the Nevada GEAR UP 2011 Juniors (n=615), Nevada 2011 Seniors (n=6,931), and National 2011 Seniors (n=1,623,112).

The ACT results show that Nevada 2011 GEAR UP Juniors scored lower than Nevada 2011 and National 2011 Seniors in English, Reading, Math, and Science.

**Figure 29. Average ACT Scores**

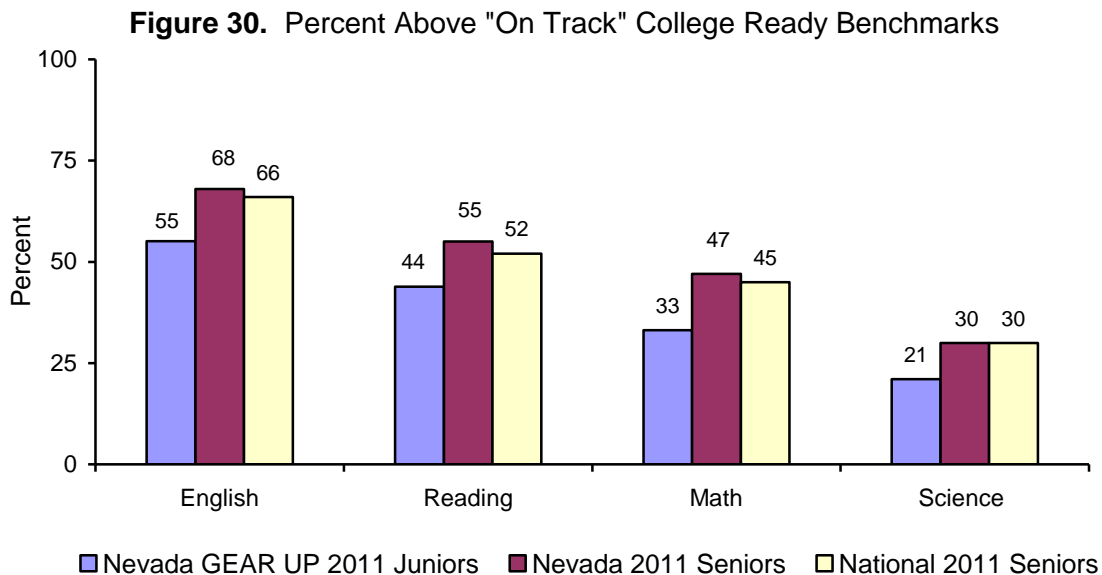


The results show that Nevada 2011 GEAR UP Juniors scored lower than Nevada 2011 Seniors and National 2011 Seniors in all four subject areas. Nevada 2011 Seniors, on the other hand, scored as high as or slightly higher than National 2011 Seniors in all four subject areas.

In addition to calculating the average scores, the evaluation also determined the percent of students who were considered “on track” to being college-ready when they graduate from high school, based on benchmark scores in each subject. The benchmarks were determined from students who previously took the ACT and went on to college. Specifically, the benchmark scores mean that students who score at the benchmark have at least a 50 percent chance of achieving a “B” or higher, or at least a 75 percent chance of a grade of “C” or higher, in entry level credit bearing college English Composition, Algebra, Social Science, and Biology courses. The benchmark scores are 15 for English, 17 for reading, 19 for math, and 21 for science.

The ACT results also show that the percentages of Nevada GEAR UP Juniors who are “on track” to being college ready in the four subjects are less than the percentages of Nevada 2011 and National 2011 Seniors who are college ready.

Figure 30 shows the percent of students who are above the benchmarks and considered “on track” to be college-ready in English, reading, math, and science for Nevada GEAR UP 2011 Juniors, Nevada 2011 Seniors, and national 2011 Seniors.



The results show that the percentages of Nevada GEAR UP Juniors who are “on track” to being college ready in the four subjects are less than the percentage of Nevada and National Seniors. However, a larger percentage of Nevada Seniors appear college ready than National Seniors for English, reading, and math, and an equal percent for science.

**Goal 2. GEAR UP middle school structures and teacher beliefs will support and encourage students to succeed in high school and go on to college**

***Indicator 1. Teacher Beliefs About Teacher Attitudes, Readiness, and Commitment to Reform***

An important variable in the education research literature that impacts student achievement is teacher expectations. The most important finding from this research is that teacher expectations can and do affect students' achievement and attitudes.

How do teacher expectations affect student outcomes? Most researchers accept Good and Brophy's (1980) description of the process:

1. Early in the school year, teachers form differential expectations for student behavior and achievement.
2. Consistent with these differential expectations, teachers behave differently toward various students.
3. This treatment tells students something about how they are expected to behave in the classroom and perform on academic tasks.
4. If the teacher treatment is consistent over time and if students do not actively resist or change it, it will likely affect their self-concepts, achievement motivation, levels of aspiration, classroom conduct, and interactions with the teacher.
5. These effects generally will complement and reinforce the teacher's expectations, so that students will come to conform to these expectations more than they might have otherwise.
6. Ultimately, this will affect student achievement and other outcomes. High-expectation students will be led to achieve at or near their potential, but low expectation students will not gain as much as they could have gained if taught differently (Restated in Good 1987, p. 33).

The evaluation administered a teacher survey in 2006-07. The results are presented in a separate report.

**Goal 3. GEAR UP students will enroll in and succeed in college**

***Indicator 1. College-going Rate from GEAR UP High Schools***

An important indicator of whether high school students enroll in college is the college-going rate of students at schools. The evaluation will collect data on the college-going rate of GEAR UP schools in 2011-12 when GEAR UP students are seniors.

***Indicator 2. Number and Percent of Students at GEAR UP High Schools Who Qualify for the Guinn Millennium Scholarship***

Another important indicator of whether high school students enroll in college is whether students have the finances to attend college. Students are more likely to attend college if they have the resources to do so. The evaluation will begin to collect data on the number and percent of students who qualify for a Guinn Millennium Scholarship when the GEAR UP student cohort becomes eligible in 2011-12.

***Indicator 3. Percent of GEAR UP College Students Who Continue in School***

To monitor the success of GEAR UP students who enter college, the evaluation will begin to collect data on the number and percent of students who continue in college when the GEAR UP student cohort first enters college in 2012-13.

***Indicator 4. Percent of GEAR UP College Students Who Graduate***

To monitor the success of GEAR UP students who enter college, the evaluation will begin to collect data on the number and percent of students who graduate from college when the GEAR UP student cohort enters college in 2012-13.



## Chapter VIII. Summary of Findings and Conclusions

The summary of findings and conclusions of the fifth year evaluation of Nevada GEAR UP focuses on what has been learned about the implementation of services to students and parents as well as participant outcomes. Below is a list of the key findings, followed by the conclusions.

### Summary of Key Findings

#### *Characteristics of GEAR UP Students*

1. The GEAR UP program served 4,054 students during the 2010-11 school year across 32 schools in eight school districts.
2. The GEAR UP student cohort is comprised primarily of minority students at 75 percent. The two largest subgroups are Hispanic students at 55 percent and White students at 25 percent.
3. Almost 10 percent of the GEAR UP student population is Limited English Proficient, compared to 20 percent statewide. Almost 10 percent of the GEAR UP student population have an Individualized Education Plan (IEP), similar to the 11 percent of IEP students statewide. Forty-seven percent of the GEAR UP student population were reported to participate in the Free and Reduced Lunch Program, compared to 48 percent statewide.

*Student Participation in Services (A total of 3,788 of the 4,054 students (94 percent) participated in at least one GEAR UP activity and, on average, spent 107 hours in GEAR UP activities.)*

4. Overall, the largest percent of students (86 percent) attended the service in which they would become more aware of and improve their knowledge about college, i.e., counseling, advising, and academic planning.
5. Over two thousand students (n=2,173) spent the greatest average amount of time (117 hours) in services (i.e., rigorous academic curriculum) that would strengthen their academic preparation and achievement, helping them to succeed in high school, and perhaps, enroll in college.

*Parent Participation in Services (A total of 4,938 parents/guardians who represented 3,034 of the 4,054 active students (75 percent) in the program participated in at least one GEAR UP activity and, on average, spent 2.3 hours in GEAR UP activities.)*

6. The GEAR UP activity that reached the greatest number of parents was “Other” activities. Typically, “Other” activities referred to printed materials, such as newsletters, that GEAR UP staff sent to parents to keep them informed about GEAR UP activities, college enrollment, and college financial aid.

7. Parents spent the greatest amount of time participating in “college visits” (11 hours); however, only 132 parents participated in this activity. Parents spent about 1.7 hours on “counseling/advising about college enrollment,” reaching 2,507 parents. The activity helped parents become more aware of and learn about college and college opportunities.

***Student Survey Results*** (Based on a matched group of students (n=2,794) who completed a survey when they were in grade 7 in 2006-07 and in grade 11 in 2010-11.)

8. Student survey results suggest that the majority of GEAR UP students continue to believe that they are “good” to “excellent” students and spend about one to three hours, or less, on homework per week.
9. Student survey results show that the largest percent of students still obtain their information about continuing their education after high school from their parents, but that students are starting to receive more information from school counselors and GEAR UP staff. Most students continue to think they will obtain a Bachelor’s Degree, even though it appears that there has been a decrease in the percent of students who believe that they will continue their education after high school, primarily due to finances.
10. Student survey results suggest that more students learned about college entrance requirements and college finances from school staff from 2006-07 to 2010-11. The results also show that most students continue to believe that getting an education after high school is important to their future. However, while most students continue to believe that they can afford to attend a four-year college, the percentage decreased from 70 percent in 2006-07 to 63 percent in 2010-11.
11. Student survey results show that a larger percent of students had talked to their parents as well as someone at school about the academic requirements for attending college in 2010-11 than in 2006-07.
12. Student survey results show that a very large percent of students continue to be “satisfied” to “very satisfied” with GEAR UP services, but there is a consistent change within those two categories from 2006-07 to 2010-11. That is, a smaller percent of students are “very satisfied” and a larger percent of students are “satisfied” with GEAR UP services. The results also show an increase in the percent of students who have changed their plans about attending college from 2006-07 to 2010-11 because of GEAR UP. More students now plan to attend college because of GEAR UP.

***Parent Survey Results*** (Based on the number of parents who completed a survey in 2006-07 (n=446), 2007-08 (n=3,101), 2008-09 (n=3,558), 2009-10 (n=3,144, and 2010-11 (n=2,907).

13. Parent survey results show that most parents view their children as “good” or “excellent” students, and report that their children spend from “one to three” to “four



- to six” hours on homework each week. The results suggest that parents believe that their children are spending a little more time on their homework as they advance in their school career. The large majority of parents in 2010-11 have not talked to their child’s counselor about high school graduation requirements. Parents continue to report that they do not have enough information about college preparation.
14. Parent survey results show that most parents think their children will obtain a college degree, even though the percent decreased from 67 percent in 2006-07 to 62 percent in 2010-11. The primary reason why parents think their children would not continue their education after high school is the cost of college, changing from 18 percent in 2006-07 to 22 percent in 2010-11.
  15. Parent survey results show that while more parents report that school staff have spoken to them about college entrance requirements and about the availability of college financial aid when their children entered high school, over half of the parents still report no one has talked to them. Most parents have not visited college campuses with their child, but most parents have talked to their child about attending college. The results also show, overall, that most parents think their child will be able to afford to attend college.
  16. While most parents have not attended any GEAR UP events, they are satisfied with the GEAR UP program.

### ***GEAR UP Indicators***

17. The percent of GEAR UP students who had a signed GEAR UP Parent Contract increased substantially from 36 percent in 2006-07 to 89 percent in 2010-11, just short of the expected benchmark of 90 percent.
18. Student survey results show that the largest percent of students continue to believe that they will obtain a Bachelor’s Degree or higher, even though the percent has decreased a little from 71 percent in 2006-07 to 68 percent in 2010-11. This small decrease is coupled with a small increase in the percent of students who think they will attend some college but obtain less than a Bachelor’s Degree, from 22 percent in 2006-07 to 27 percent in 2010-11.
19. Parent survey results show that the largest percent of parents continue to believe that their children will obtain a Bachelor’s Degree or higher, but the percent decreased from 67 percent in 2006-07 to 62 percent in 2010-11.
20. The percent of students who performed at or above grade level in English and math has fluctuated over from 2006-07 to 2010-11. In both subjects, the percent increased from grade 7 to grade 8 when the students were in middle school, but then decreased in grade 9 and decreased further in grade 10 when the students were in high school. However, the percent increased to 73 percent in English in

- grade 11 for 2010-11, the highest it has ever been. In math, the percent of students at or above grade level also rose in 2010-11 to 59 percent.
21. The GEAR UP student cohort achieved an end-of-year Grade Point Average (GPA) of 2.48 in 2006-07, 2.46 in 2007-08, 2.28 in 2008-09, 2.29 in 2009-10, and 2.47 in 2010-11. The increase in the GPA in 2010-11, however, is due to the students who left GEAR UP rather than an actual increase in GPA of existing students. That is, the 829 students who dropped out of GEAR UP from 2009-10 to 2010-11 had a GPA of 1.58.
  22. The percent of GEAR UP students who had an unweighted GPA of 2.0 or above at the end of the 2010-11, eligible for a GEAR UP Scholarship, increased from the two previous years at about 65 percent. However, the increase in the percent of GEAR UP students above a 2.0 GPA is due to a large percent of students who left GEAR UP that had a GPA under 2.0.
  23. The 2009-10 High School Proficiency Examinations results show that GEAR UP student performance is consistent with all the students at the GEAR UP schools for reading, math, and science. The performance of GEAR UP students is also similar to the performance of students statewide for reading, but below the performance of students statewide in math and science.
  24. The 2010-11 High School Proficiency Examinations results show that a smaller percent of GEAR UP students have passed the High School Proficiency Examinations in reading, math, and science by 2010-11 than students statewide. In writing, a larger percent of GEAR UP students have passed the High School Proficiency Examination than students statewide. Overall, it appears that GEAR UP students have maintained their relative performance on the HSPE from 2009-10 to 2010-11 with respect to students statewide.
  25. The results show that GEAR UP students had an average of 6.4 high school credits at the end of 2008-09 and 12.1 credits at the end of the 2009-10. In addition, 71 percent of GEAR UP students had at least six credits in 2008-09 and 64 percent had at least 12 credits in 2009-10, and are “on track” to having the required number of credits to graduate from high school in 2009-10. While the percent of students who are on track to graduate from high school decreased from 2008-09 to 2009-10, the small decrease is probably typical given the number of high school credits that some students receive when still in middle school.
  26. The SAT results show that Nevada GEAR UP 2011 Juniors scored similar to Nevada 2011 Seniors in Math and Writing, but score lower in Reading. Nevada GEAR UP Juniors also scored below National 2011 Seniors in all three subjects.
  27. The ACT results show that Nevada 2011 GEAR UP Juniors scored lower than Nevada 2011 and National 2011 Seniors in English, Reading, Math, and Science.

28. The ACT results also show that the percentages of Nevada GEAR UP Juniors who are “on track” to being college ready in the four subjects are less than the percentages of Nevada 2011 and National 2011 Seniors who are college ready.

## **Conclusions**

1. The Nevada Department of Education targeted GEAR UP funds to those schools with student populations typically underrepresented at college, i.e., lower-income minority students. In other words, the program targeted those students who can benefit from GEAR UP information and activities to help them enroll in college.
2. Many students in the Nevada GEAR UP student cohort and their parents already had aspirations prior to GEAR UP for the student to enroll in college and earn a degree. However, the data suggest that GEAR UP may have encouraged even more students to set aspirations for college enrollment.
3. GEAR UP has probably made parents and students more aware of and increased their knowledge of college enrollment requirements and college financial aid opportunities from the information and services provided to them.
4. Parents and students perceive that students are performing well in school even though they both think the students are not spending much time on homework, and the available achievement evidence shows that GEAR UP students are performing no better than their peers. These data suggest that some students lack the academic preparation, achievement, and strategies to enter college and be successful.
5. Many GEAR UP students have received the academic services needed to succeed in high school and go on to college. Most of the services have been provided to students within their traditional high school program, making it difficult to assess the clear value added by GEAR UP to a student’s academic preparation and achievement for college.
6. In general, the performance of GEAR UP students on state and national assessments is consistent with what students at the GEAR UP schools have performed historically, making it difficult to determine if GEAR UP has had an appreciable effect on student academic success.
7. Ultimately, however, GEAR UP may have an important positive impact on whether students go on to college because of the scholarships that the program provides to students. Without financial assistance, a growing number of GEAR UP students who want to attend college would not have the opportunity. GEAR UP will provide those students with the funds to go to college and will likely increase the percent of students who enroll in college overall, and in key sub-populations.



# **APPENDIX A**

## **Nevada GEAR UP**

### **Service Categories**

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**GEAR UP Student Service Categories**

1.	Tutoring/homework assistance
2.	Rigorous Academic Curriculum
3.	Comprehensive Mentoring
4.	Counseling/advising/academic planning
5.	Financial aid counseling
6.	College visit/college student shadowing
7.	Job site visit/job shadowing
8.	Summer programs
9.	Educational field trips
10.	Workshops
11.	Family/Cultural Events
12.	Other (please specify)

**GEAR UP Parent Service Categories**

1.	Workshop on college preparation/financial aid
2.	Counseling/advising
3.	College visits
4.	Family visits
5.	Other





# **APPENDIX B**

## **Nevada GEAR UP**

### **Student Survey**

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## Survey of GEAR UP Students

Name First \_\_\_\_\_ Middle \_\_\_\_\_ Last \_\_\_\_\_

Student Identification # \_\_\_\_\_

First Parent/Guardian's Name \_\_\_\_\_ Phone # \_\_\_\_\_

Second Parent/Guardian's Name \_\_\_\_\_ Phone # \_\_\_\_\_

1. What type of student do you consider yourself?

☐ Excellent      ☐ Good      ☐ Fair      ☐ Poor

2. About how many hours do you spend on homework **each week**?

☐ None      ☐ 1-3 hours      ☐ 4-6 hours      ☐ 7-9 hours      ☐ 10 hours or more

3. From whom do you get most of your information about continuing your education after high school?

☐ Parents/Guardians      ☐ Guidance Counselor(s)  
☐ Brothers/Sisters      ☐ GEAR UP Person  
☐ Teacher(s)      ☐ No one has given me information  
☐ Friend(s)      ☐ Other (Please describe) \_\_\_\_\_.

4. What is the highest level of education that you expect to obtain?

☐ High school or less  
☐ Some college but less than a 4-year college degree  
☐ 4-year college degree or higher

5. If you do not plan to continue your education after high school, what is the main reason?

☐ I will continue my education after high school  
☐ It costs too much/I cannot afford it  
☐ College is too far from home  
☐ I want/need to work  
☐ My grades are not good enough  
☐ I'm just not interested  
☐ I have a disability (physical, learning, or emotional)  
☐ I want to join the military service  
☐ I want to start a family (or I need to take care of my family)  
☐ Other (Please describe) \_\_\_\_\_

6. Has anyone from your school or GEAR UP ever spoken with you about college entrance requirements or the courses that you need to take in high school in order to prepare for college?  
☐ Yes ☐ No
7. Has anyone from your school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?  
☐ Yes ☐ No
8. How important to your future is getting an education beyond high school?  
☐ Very important  
☐ Somewhat important  
☐ Not important  
☐ Don't know
9. Do you think you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?  
☐ Definitely ☐ Probably ☐ Not sure ☐ Probably not ☐ Definitely not
10. During the past year, have you discussed the academic requirements for attending a 4-year college with any adults in your household?  
☐ Yes ☐ No
11. During the past year have you discussed the academic requirements for attending a 4-year college with any adults at your school (like a coach, counselor, GEAR UP person, teacher)?  
☐ Yes ☐ No
12. Are you satisfied with the services you received from the GEAR UP program for each of the following activities?
- |                                   |   |   |                                       |
|-----------------------------------|---|---|---------------------------------------|
| Tutoring                          | <input type="checkbox"/> Very satisfied<br><input type="checkbox"/> Very dissatisfied | <input type="checkbox"/> Satisfied<br><input type="checkbox"/> Did not attend | <input type="checkbox"/> Dissatisfied |
| Counseling                        | <input type="checkbox"/> Very satisfied<br><input type="checkbox"/> Very dissatisfied | <input type="checkbox"/> Satisfied<br><input type="checkbox"/> Did not attend | <input type="checkbox"/> Dissatisfied |
| College campus Visit/presentation | <input type="checkbox"/> Very satisfied<br><input type="checkbox"/> Very dissatisfied | <input type="checkbox"/> Satisfied<br><input type="checkbox"/> Did not attend | <input type="checkbox"/> Dissatisfied |
| Jobsite shadow experience         | <input type="checkbox"/> Very satisfied<br><input type="checkbox"/> Very dissatisfied | <input type="checkbox"/> Satisfied<br><input type="checkbox"/> Did not attend | <input type="checkbox"/> Dissatisfied |
13. Has your participation in GEAR UP changed your plans about attending college?  
☐ Yes ☐ No

# **APPENDIX C**

## **Nevada GEAR UP**

### **Parent Survey**

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## Survey of GEAR UP Parents

### *Name of Parent/Guardian Completing Survey*

First\_\_\_\_\_ Middle\_\_\_\_\_ Last\_\_\_\_\_

### *Name of Student*

First\_\_\_\_\_ Middle\_\_\_\_\_ Last\_\_\_\_\_

Student Identification #\_\_\_\_\_

1. About how many hours does your child spend on homework each week?  
☐ None    ☐ 1-3 hours    ☐ 4-6 hours    ☐ 7-9 hours    ☐ 10 hours or more    ☐ Don't know
2. What type of student do you consider your child?  
☐ Excellent    ☐ Good    ☐ Fair    ☐ Poor
3. Have you talked with your child's school counselor about high school graduation requirements?  
☐ Yes    ☐ No
4. Do you feel you have enough information about college preparation?  
☐ Yes    ☐ No
5. What is the highest level of education that you think your child will achieve?  
☐ High school or less  
☐ Some college but less than a 4-year college degree  
☐ 4-year college degree or higher
6. If your child does not plan to continue his/her education after high school, what is the main reason?  
☐ Child will continue education    ☐ He/She wants to join the military service  
☐ It costs too much/we cannot afford it    ☐ His/Her grades are not good enough  
☐ He/She needs or wants to work    ☐ He/She is not interested  
☐ He/She wants to start a family or care for my family  
☐ Other (please describe)\_\_\_\_\_
7. Has anyone from your child's school or GEAR UP ever spoken with you about college entrance requirements or the courses that your child will need to take in high school in order to prepare for college?  
☐ Yes    ☐ No

8. Has anyone from your child's school or GEAR UP ever spoken with you about the availability of financial aid to help you pay for college?  
☐ Yes      ☐ No
9. Have you talked with your child about attending college?  
☐ Yes      ☐ No
10. Have you visited any college campuses with your child?  
☐ Yes      ☐ No
11. Do you think that your child could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources?  
☐ Definitely      ☐ Probably      ☐ Not sure      ☐ Probably not      ☐ Definitely not
12. Did you attend any events provided/sponsored by the GEAR UP project during this school year?  
☐ Yes      ☐ No
13. In general, how satisfied are you with the GEAR UP project?  
☐ Satisfied      ☐ Somewhat satisfied      ☐ Dissatisfied

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# **APPENDIX D**

## **Nevada GEAR UP**

### **Goals and Indicators**

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## Nevada GEAR UP Goals and Indicators

Goal	Indicator	Benchmark	Analysis
<b>1. GEAR UP students will improve their academic achievement.</b>	Percent of parents that sign GEAR UP Parent Contract	Annual benchmark will be determined on baseline data, but end of project benchmark is 90 percent.	Determine the percent based on all students at GEAR UP schools enrolled during the school year
	Student educational expectations after high school	Annual progress in the percent of students planning further education after high school.	Compare the percent of students planning further education after high school annually.
	Parent educational expectations for students after high school	Annual progress in the percent of parents expecting students to obtain further education after high school.	Compare the percent of parents expecting students to obtain further education after high school annually.
	Credits	Annual progress in the percent of students who have enough credits to advance to the next high school grade level at end of each high school year.	Compare the percent of GEAR UP students who have enough credits to advance to the next high school grade level at end of each high school year.
	Performance on statewide Nevada Writing assessment in grades 8 and 11	GEAR UP students will have a five percent higher mean score on the Nevada Writing assessment than previous year's students.	Compare GEAR UP student performance with the performance of the same grade level of students at the same schools from the previous two years.
	Percent of students passing the Nevada High School Proficiency Exams on the first administration in grade 10	Five percent more GEAR UP students will pass each exam than previous year's students.	Compare GEAR UP student performance in grade 10 with the performance of grade 10 students at the same schools from the previous two years.
	Retention rate	Five percent fewer GEAR UP students will be retained in school than previous year's students.	Compare GEAR UP student retention rate with the retention rate of students at the same schools from the previous year: middle school only.
	Student attendance rate	Annual increase in student attendance rate until equal to the statewide student average attendance rate for the same grade level.	Compare GEAR UP student attendance rate with student average attendance rate for the same grade level statewide.

## Nevada GEAR UP Goals and Indicators

Goal	Indicator	Benchmark	Analysis
1. GEAR UP students will improve their academic achievement. —cont.	Grade Point Average (GPA)	Annual improvement in GPA.	Compare end of year GPA annually with previous year GPA.
	Performance on State CRTs (Grades 6, 7, and 8)	Annual improvement in the percent of proficient students.	Compare the percent of students proficient on State CRT.
Goal	Indicator	Benchmark	Analysis
2. GEAR UP middle school structures and teacher beliefs will support and encourage students to succeed in high school and go on to college.	Teacher beliefs about teacher attitudes, readiness, and commitment to reform	Progress in the percent of middle school teachers who maintain certain attitudes, readiness, and commitment parents expecting students to obtain further education after high school.	Compare the percent of middle school teachers who maintain certain attitudes, readiness, and commitment parents expecting students to obtain further education after high school.
Goal	Indicator	Benchmark	Analysis
3. GEAR UP students will enroll in and succeed in college	College-going rate from GEAR UP high schools	GEAR UP high schools will achieve the state average college-going rate when GEAR UP students enter college in 2012-13 and increase their college going rate by 5 percent annually thereafter.	In 2012-13, compare the college-going rate of GEAR UP high schools with the average state college-going rate, and thereafter, with their own college-going rate.
	Number and percent of students at GEAR UP high schools who qualify for Guinn Millennium Scholarship (i.e., obtain 3.25 GPA and meet proficiency requirements).	Five percent more students at GEAR UP high schools will qualify for a Guinn Millennium Scholarship.	Beginning in 2012-13, compare the percent of students at GEAR UP high schools who qualify for a Guinn Millennium Scholarship with the percent who qualified in 2011-12.
	Percent of GEAR UP college students who continue in school	GEAR UP college students will continue in school at the same rate as other students at the school.	Compare the percent of GEAR UP college students who continue in school with the continuation rates at the college where they attend.
	Percent of GEAR UP college students who graduate	GEAR UP college students will graduate at the same rate as other students at the school.	Compare the percent of GEAR UP college students who graduate (with a 2-year/4-year degree) with the graduate rates at the college where they attend.